

◆ SIERRA ◆ EDUCATIONAL NEWS

APRIL

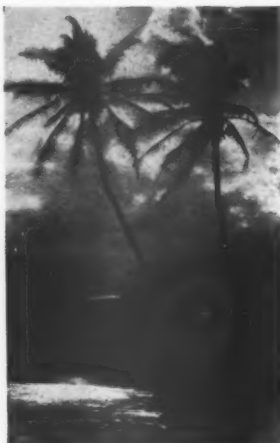
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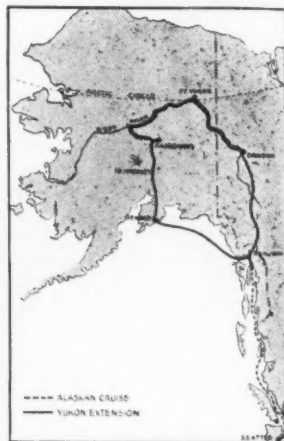
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In addition to these cruises the University holds regular six weeks summer sessions in Portland and on the campus at Eugene and a post session of four weeks at Eugene. In these sessions also many California teachers have been enrolled, enjoying the cool June and July days of Oregon.

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TRAVEL SECTION

Mountains Are Delectable

HELEN HOWES, Yosemite National Park

Pack trips are curious affairs. They take you away from men and yet they bring you very close to them.

They give you that sense of the continuity of human life that is too often lost in the details of busy living.

They are a simple and proud and deeply meditative method of traveling. And they are the very oldest method there is, save walking.

Sometimes one thinks of the Phoenician traders, the Gauls, the Greeks, the mediaeval ladies, the bishops, the knights, who all day long swayed in their saddles and at night watched the stars.

—STRUTHERS BURT, in "Delectable Mountains"

FINDING that passage is, to a camper, like discovering an old familiar friend, someone you have always known as a humble person, suddenly glorified in rich raiment and occupying the place of honor you know he deserves—but still the faithful beloved friend.

It is a joy to read Struthers Burt's eloquent appreciation,—for to any imaginative person a camping trip is a glamorous and exalting experience at the same time that the long days and nights in bracing mountain air are marvelously restful.

A camping trip is exactly as inspiring as its



—Ansel Easton Adams

With up-to-date equipment and a carefully planned grub list, your experienced camp cook can dish up amazingly interesting meals.

setting. This homily will concentrate on Yosemite National Park as a setting—partly because its high mountain territories are exceptionally beautiful; partly because reaching it is a very simple matter; and largely because in Yosemite camping trips are made-to-order for people who do not own camping outfits and who wish to set forth on their camping trip serenely, without the usual preliminary tumult.

Flowery Lawns of the High Country

Most Californians know Yosemite Valley, but many have never ventured beyond the high rim of the valley—assuming that Glacier Point, Nevada Fall, Yosemite Point and such climbers' goals do not count. The national park is 1139 square miles large. The wide circle of peaks and valleys that looks from a distance (to the Glacier Point visitors, for example) like a storm-chopped sea is, upon intimate acquaintance, a Land of Oz, a land of fantastic wonderment, changing as you move along its trails from shaded forest glades threaded by flashing streams (full of trout!) to wide "flowery lawns" as John Muir describes the meadows, to glaciated granite areas where boulders lie about in picturesque heaps as if carelessly tossed down by giants who had tired of their bowling game, back to mysterious fragrant forests again, to a lovely lake as clear as the sky, lying like a jewel in a deep bowl scooped by those old glaciers. The lakes are



The thrilling grandeur of Yosemite should be a part of every California trip.

strewn over the Yosemite high country by the hundreds.

This particular summer will be superb for camping. The streams will be brim-full when all the snow melts. The snow fell deeper this winter than it has in 30 years. In fact, the trails may not be clear until late June. Water-wheel Falls, those 50-foot-high disks of whirling spray, will be furiously magnificent; the Tuolumne River with its many cascades will be splendid to see. The very high regions that are wrapped away in snow for eight months of the year are the freshest and most radiant spots in the world during the short course of their summer.

SOME mountain lovers walk the circuit between the five High Sierra Camps. Some follow that same circuit, with side trips perhaps, on horseback. Some select one camp (Tuolumne Meadows is a favorite) and spend weeks there, exploring the neighborhood. But the supreme venture is the independent packtrip.

The beginning of a packtrip is a group of kindred spirits. A camping party should be small. Five is an ideal number. Each member of the expedition packs a duffel-bag with a judicious assortment of personal accessories,—

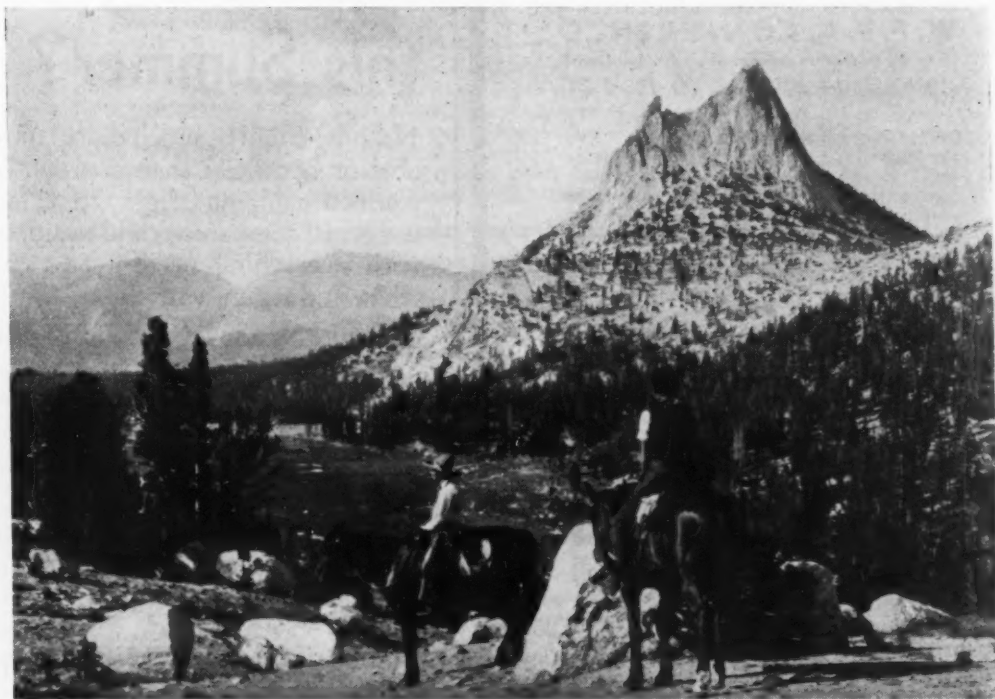
just enough for comfort, without dragging along extra burdens. A book, perhaps, and a kodak or sketching materials, with an extra sweater, the toothbrush, soap, etc. Tennis shoes are good to take—they feel so good as a change from boots.

All Necessities Are Provided

All the necessities—bedrolls, food, cooking utensils—"come" with the packtrip, which of course includes horses, guide and cook. Competent, experienced guides and steady, trail-wise saddle animals and packmules and up-to-date equipment emancipate the vacationists from all mundane cares. The entire responsibility rests on the guide and the cook, who know the requirements of a good campsite and all the lore of mountain comfort.

The speed with which camp is arranged, and boiling water conjured over a pungent wood fire, with a supper of biscuit and toothsome fried trout, is amazing. It is not unpleasant, either, to waken at the crack of dawn, teased by the perfume of coffee and bacon already sizzling in the pan.

The special beauty of packtrips, contrasted with any other form of mountain touring, is that they are self-sufficient. They need not stay



—Ansel Easton Adams
Cathedral Peak, 10,933 feet, from Cathedral Pass in the heart of Yosemite National Park.

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within reach of camps and supply bases. They are free to wander into any isolated canyon or off to remote and wildly beautiful corners where they won't see anyone except themselves for days. They can call a halt whenever some pool tempts them to fish for a few hours—or for a few days. In fact the privileges they enjoy are known **only** to the packing camper.

Besides, to consider practicalities, the best vacation is that which affords the most change. Those who live near sea-level need a change of altitude at least once a year—physicians regularly prescribe such a tonic. The mountains bestow health on those who are already perfectly healthy as well as on those below par. Reams could be written, too, about the opportunities for nature-study where nature is undisturbed,—in a region which is in addition one of the most fascinating, geologically, in the world.

Think it over! Dream, muse, plot. Confer with the chosen companions, set the date, get out the old camping togs. Summer will soon be here!

Are you Camping this Summer?

Nothing could be much more enjoyable or beneficial than a properly-planned camping trip with a few congenial companions and equipped with everything needful to camp when and where you please.

Yosemite National Park offers 1,130 square miles of uninhabited, virgin mountain country, dotted with 300 lakes and countless streams stocked by the State trout hatchery in Yosemite Valley.

Thirty years' experience in taking care of all or any part of the arrangements for pack trip parties are at your service. Write for details, rates and suggested itineraries to Recreation Dept., Yosemite Park and Curry Co., Yosemite National Park, California.



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You are looking at the city of Cologne, with its lovely cathedral to the right, and the great Rhine bridge to the left.

My European Tour

EMMA MURPHY, *Geography Teacher,
La Cumbre Junior High School, Santa Barbara*

HAVING chosen a German boat on which to start on our "glorious adventure," we felt as if we were in foreign land as soon as we had embarked. All the officers, the staff, and many of the passengers were German, and that language was heard on every side.

My few words of German, remembered from high school days, were sadly overworked. Luckily for us, practically everyone could speak English.

An exception was the bath stewardess who either couldn't or wouldn't. She is a never-to-be-forgotten figure—a giantess out of a fairy tale—six feet four in height, rawboned and ruddy.

Never have I felt so little and helpless as when, at 7:45 each morning, she grabbed me by the shoulder, shook me as a terrier shakes a rat, and roared "Bad" in my ear. Needless to say I jumped for my dressing gown, without any argument, and scurried to the bathroom, there to be confronted by the never-solved problem of how to cope with a German bath towel.

To the uninitiated they are really alarming and how to use this very necessary accompaniment to the bath is still a mystery to me. They are the size of double bedspreads and of heavy Turkish toweling. How can one properly dry one's back on such towels?

Is one supposed to spread it out neatly on the floor, lie down and roll up in it as in a camp blanket, or drape it over a convenient chair and use one corner? Some future trip to Germany will probably solve the mystery.

ABOCK beer fest three days after we were out gave us a glimpse of how Germans amuse themselves. It was held in the dining salon at 9 o'clock one evening. Everyone

crowded in and sat at the tables where they were served huge steins of bock beer, a dark sweetish beer which is a great favorite with the Germans.

Paper hats were distributed, as well as innumerable noisemakers, souvenirs of all conceivable kinds and serpentine. The orchestra played German folk-songs which everyone joined in singing.

All the Germans linked arms as they sat around the tables, swaying in time to the music as they roared out choruses, and the word "Prosit" up-ended their steins.

There was much hilarity but no drunkenness or rowdiness; a group of college professors, well past middle age, essayed a serpentine walk between the tables; there was a little dancing, but most of the evening was spent in singing, talking, eating pretzels and drinking beer.

At about 10:30 the party gradually broke up and everyone repaired to the dance hall.

WILL we ever forget our first night on the continent? Hamburg in the rain! When we reached our hotel room our first move was to snap on the lights and throw wide our unscreened windows.

Then, after "ohing" and "ahing" over the feather puffs which serve as covers in Germany, we were ready to "flop" for some much-needed rest. In a few minutes a queer cry from my traveling companion caused me to look up.

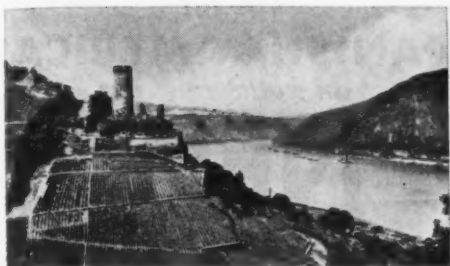
All the furies from Pandora's box seemed to be swarming into our room in a great smothering crowd—mosquitoes and more mosquitoes—great black long-legged ones that descended upon us and our beds.

We rang frantically for the maid. She arrived, took one look and jabbering something about "Fenster" and "Licht" ran to close the windows.

Then ensued a halting conversation. We insisted that we should be given another room.



The famous Lorelei rock (right) is one of the most romantic and legendary spots on the Rhine.



The ruins of Fustenberg castle on the terraced banks of the Rhine.

She tried to indicate by word and gesture that she could drive out these creatures (who were already beginning to really enjoy us) so that we could remain.

We refused to understand and at last the manager, who spoke English, was summoned. We were given another room along with many admonitions to open no windows until the lights were out.

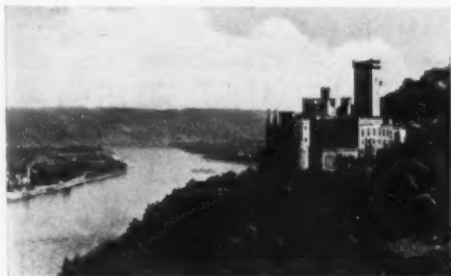
After we were established in another room and the excitement had died down, we hastened to dress, for two of our German friends from the ship had asked us to have a real German dinner with them and then go on to the Alkazar Night Club.

Nothing daunted by the rain, the four of us set forth in a taxi and soon found ourselves in a most attractive small restaurant.

Little of what I ate that night can I remember. Everything came under a long unpronounceable German name and proved palatable.

One item impressed itself upon me because it was so delicious. (Maybe I appreciated it most because it came first.) Translated it was, "soup with liver dumplings." May I warn all who wish to indulge that that one item is enough for a whole meal.

It is a clear soup in which large liver dumplings swim about, and was served to us in a huge soup tureen so that one could eat soup and dumplings as long as one had the capacity.



Medieval castle of Stolzenfels and the wooded environs on the Rhine.



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Eating in Germany is a ceremony. Meals are not to be taken lightly nor in haste. The food is excellent and there seems to be no feeling of hurry, driving one to swallow a meal in ten minutes or less, as we Americans often do.

FROM the restaurant we were taken to the "Alkazar" which (besides having a very good orchestra playing American jazz) boasted on its program of "Die Millonen - Revue und das wundervolle program." It was "wundervolle."

Every act delighted us. Nevertheless the building itself and the crowd interested us more than any stage-shows.

This night club is most modern in its decorations but not garishly so. It is pleasing in line, color and proportion.

All through Germany one is struck with the real mastery in modern art and architecture. Their modern buildings have the same harmony of composition that one feels in entering Bullock's Wilshire store in Los Angeles.

Seven countries to glimpse in two months! Sights, sounds, smells, brief acquaintances, and pleasant meetings, are impressions impossible to convey in written words.

There is a great longing to know this language and that, to talk with people, to stay in one spot long enough to get really acquainted; but it is a rushing from one historic spot to another still more historic one; from art gallery to art gallery! All that is seeing Europe in a summer's vacation. A hectic but never-to-be-forgotten experience. Try it!

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Seeing Europe the "California Way"

LOOKING at mountain scenery from the family limousine has its disadvantages, as we of the Back Seat know. Crouching down to throw a curved look outward and upward results sometimes only in a bumped nose and a view of the side of the hill instead of towering peaks and blue skies. Unsatisfactory!

This is not the way two groups of California teachers will see Europe this summer. They will have the "family limousine" in the guise of 1932 model, de luxe motor coaches that will take them smoothly and comfortably through the highways and byways of the European countries to the charming, less-traveled sections where rural life is yet unspoiled by the tourist overflow.

Seeing the Mountain Tops

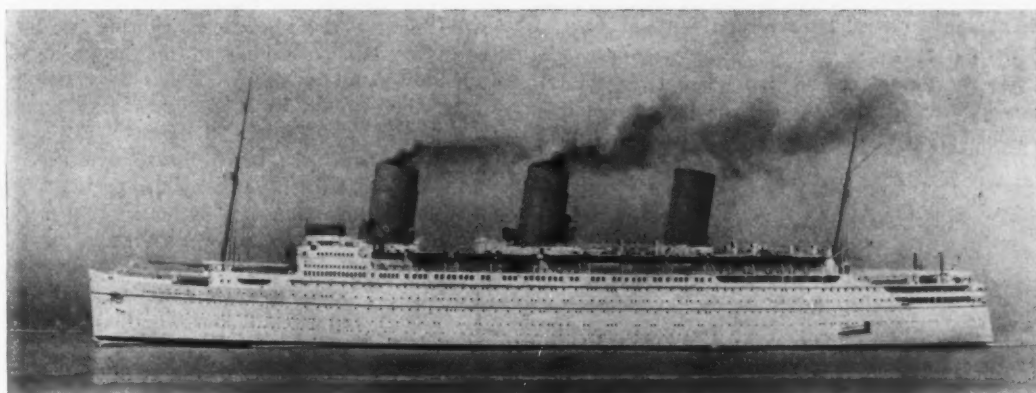
These motor coaches—the last word in European motor coach body design—have roll-back tops so that the summit of Mont Blanc may be seen simply by gazing upward. The sides are unobstructed by window partitions, giving an eye-sweeping view of the scenery. A "new way" to see Europe.

One group leaves San Francisco June 12 and another starts from Los Angeles June 20. The San Franciscans sail from Quebec June 16 on the Empress of Britain for a pleasant voyage after the rail trip across the American continent. The Los Angelans sail June 24 from

Montreal on the Duchess of Richmond, a sister ship, returning July 30 on the Empress of Britain.

The Californians will see England, Holland, Belgium, France, Germany, Switzerland and Italy from their motor coaches—each carrying only 20 people. In addition to the regular couriers who know—and tell about—the interesting and unusual places, there will be a Californian on each coach who knows almost as much as the natives—and who will be assistant interlocutor. Floyd Bennett and Maurice Rothchild, both experienced European travelers, will be in charge of the parties. Both speak all the languages encountered, and both have a "fair command" of the language used in California. When the perplexed Californian mires down in his French or German or whatever—a wave of the hand brings one of the linguists aforementioned—and both the seeker of information and the seekee will get fair play.

Hotels and inns have been carefully chosen—with the Los Angeles Biltmore or the San Francisco Palace atmosphere and accommodations insofar as possible—while Canadian Pacific service on the sea and choice of rail service between the Pacific and Atlantic coasts assure the ultimate in enjoyment of the "summer vacation in Europe."



LARGEST SHIP EVER TO ENTER THE GOLDEN GATE

Canadian Pacific steamship, Empress of Britain, the largest passenger liner built since pre-war days. She is 758 feet long, 97½ feet wide and is driven by four propellers at a sea speed of 24 knots. In her maiden voyage around the world she reached San Francisco March 20 and Los Angeles March 23.

I Went to Alaska

T. J. DE LASAUX, *Poker Flat*

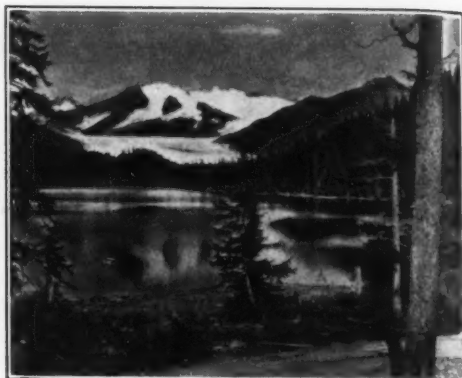
IN the fall of 1897, the good steamer Portland arrived in Seattle with a ton of gold from Skagway, Alaska. The gold had been brought out from the rich Klondike diggings near Dawson. This news was broadcast throughout the world and electrified the imagination of many millions of people.

"A ton of gold! What wouldn't I do for a ton of that precious metal!" This and similar thoughts went through the minds of many thousands in the United States and Canada.

The arrival of the ton of gold in Seattle was the signal for the beginning of the world's greatest gold rush—in 1898. Thousands upon thousands of gold-seekers left Seattle for Skagway, and struggled over the trails through the White Pass mountains to the headwaters of the Yukon river. There they built rafts, boats, or anything that would float, and journeyed down the mighty Yukon to the new Eldorado—Dawson. Many—too many—failed to reach their destination, some giving up the struggle before reaching the summit of the mountain passes not far from Skagway, many dying on the trail, and many others losing their lives in the swift waters of Whitehorse rapids, near what is now the town of Whitehorse.

My father was one of those who became imbued with the gold fever. Mother tried to have him give up the idea of going to the gold fields, but without avail. He went, suffered many difficulties, reached the Klondike district, but, like many others, he returned without having struck it rich.

At the time I vowed that when I grew up I would visit Alaska. And this vow was greatly intensified after reading glowing tributes to the



Auk Lake and Mendenhall Glacier, Juneau.

scenic wonders of Alaska. Not until 1931 was it possible for me to realize my dream of visiting that scenic wonderland, that magic gold country that called my father when I was very young.

DURING the summer of 1930 I made up my mind that I was going to see Alaska the following year. So I secured copies of booklets issued by the steamship companies operating to Alaska. After considering the cruises and tours offered by the various lines, I finally decided on a trip offered by one of the American lines out of Seattle. This line seemed to offer the most comprehensive of Alaska tours, as they served all of Alaska, not just the panhandle or southeastern portion of the territory.

I left Seattle on a Saturday morning early in June on one of the largest and finest vessels sailing to Alaska. As we steamed majestically down Puget Sound, Seattle's inspiring skyline, topped by Mount Rainier in the background, stood out in all its glory. I was en route to Alaska—my dream of long years was being fulfilled. Truly "Sailing Sheltered Seas" was more than just a catch-phrase invented by some enterprising steamship agent. For we did just that. On the entire trip from Seattle to Seward and return, requiring 12 days, we were in the Pacific Ocean for only 28 hours in each direction. Hardly enough time to find out whether I really had sealogs or not.

A short stop was made at Victoria on the lower end of Vancouver Island in British Columbia. Here is a quaint old English city—really a bit of old England transplanted to the Pacific Coast of North America. I enjoyed the visit here very much, indeed. Then we continued our way



Sitka, a Klondike town of romance.

through the famous Inside Passage. Seymour narrows, with its tide rips; Grenville channel, that 60-mile natural canal, almost as straight as if it had been cut out by the hand of man, with the shores so close it seemed I could toss a rock to either bank, and waterfalls tumbling almost directly from the steep mountain-sides into the channel.

AT Ketchikan, first port of call in Alaska, I saw my first totem poles, those ancestral trees of the Alaskan Indian. I saw a modern city, with salmon canneries, sawmills, wonderful schools, and business blocks. I saw salmon fighting their way over the falls in Ketchikan creek right in the heart of the city.

The stop at Wrangell was very enjoyable. Here I had the pleasure of hearing a lecture on



An airplane view of Wrangell.

totemism by H. P. Corser, Alaska's noted authority on totemism and Indian lore. And I saw more totems.

Then Juneau, the capital. I visited the governor's mansion; the museum, with its wonderful collection of Alaska curios; made the trip by automobile to Auk lake and Mendenhall glacier, actually walking out onto the glacier, the only one in Alaska that can be reached by automobile. I also visited the mill of the world's largest quartz gold-mine, and learned how they extracted the gold from the gold-bearing rock.

At Cordova I traveled by train over the Copper River & Northwestern railway ("The Iron Trail" of Rex Beach's famous novel) out to Miles and Childs glaciers. Here, for the first time in my life, I saw a live glacier in action. Large pieces of ice broke off the face of the glacier at frequent intervals with a roar, disappeared in the Copper river, came up and floated away. Truly a magnificent spectacle!

After Valdez, the steamer called at the Columbia glacier. My breath was taken away by the awe-inspiring beauty and magnitude of this glittering ice Niagara. Here was a solid wall of ice, about three miles wide at its face and 300-500 feet in height, extending back into



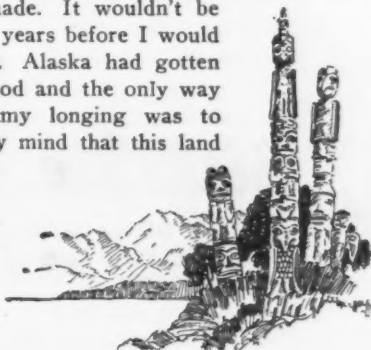
S. S. Yukon at Columbia Glacier.

the mountains for some 60 miles. Its movement caused a continuous thundering, not unlike heavy cannonading. Immense icebergs were here continually forming, filling the bay in front of the glacier with their fantastic shapes.

An hour was spent in close proximity to the face of this glacier. And then we steamed for Seward, the ocean terminus of the Alaska Railroad and the end of the steamer journey. The trip over this government-owned line to the Loop district and Spencer glacier, gave me a very good idea of the ruggedness of the mountain regions of the coastal section of the main part of Alaska. Nature surely bestowed scenic wonders with a lavish hand when at work in Alaska.

The steamer retraced its way, calling again at the same ports visited northbound, with the exception of Wrangell and Victoria. The scenery on the return was not the same. Old scenes were viewed from different angles, new touches of color were painted by the sun on its evening dips, panoramas, missed on the northbound voyage, now opened up to view. And so each day was spent in restful settings of nature in her most glorious moods, with every comfort being provided by the steamship company,—good service, good eats, dancing, deck games; or, just restfully lolling in a deck-chair.

I RETURNED to Seattle refreshed in spirit. It was the most wonderful vacation trip I had ever made. It wouldn't be many more years before I would do it again. Alaska had gotten into my blood and the only way to satisfy my longing was to make up my mind that this land would have a place every few years in my vacation programs.





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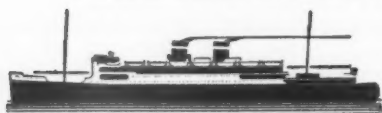
No. 4

CONTENTS

	PAGE		PAGE
Cover Picture—An Early California Motor Car. <i>Ray Bethers</i>		April Showers—Poem..... <i>Donna M. Kissling</i>	33
Travel Section—		The Original States—Poem..... <i>Rose W. Higby</i>	33
Mountains Are Delectable..... <i>Helen Howes</i>	2	Some Rural School Problems..... <i>Ida M. Collins</i>	34
My European Tour..... <i>Emma Murphy</i>	6	Pioneering for the Deafened Adult..... <i>Helen Scriver</i>	36
I Went to Alaska..... <i>T. J. DeLasaux</i>	10	Students Criticize the Talkies..... <i>Charles Frederick Wright</i>	37
The San Bernardino Meeting <i>Roy W. Cloud</i>	17	Misbehavior of Children <i>Dr. Vergil Dickson</i>	38
National Meeting of School Superintendents..... <i>J. M. Gwinn</i>	19	Shoe-Shine Stand..... <i>Lillian Parente</i>	40
A Journey to Washington..... <i>Roy W. Cloud</i>	20	Vachel Lindsay—Poem..... <i>Nancy Yerkes</i>	41
Public Schools and Religious Denominations..... <i>Alfred E. Lentz</i>	23	The Child and the Dollar..... <i>Major George W. Braden</i>	42
Poppies in San Geronio Pass—Poem..... <i>Carrie W. Egan</i>	25	Friendly Trails—Poem..... <i>Rose May Richards</i>	44
What Is an Activity?..... <i>Fred A. Boyer</i>	26	My Prayer—Poem..... <i>Mrs. Ross Strevva</i>	44
Vitalizing Geography..... <i>Laura Bell Everett</i>	26	Book Reviews.....	46
Professional Code of Ethics <i>L. L. Sutherland and Bertha H. Heise</i>	27	A Metropolitan Report—San Francisco.....	46
My Roving Mind—Poem..... <i>Arvid B. Peterson</i>	28	Education For Our New World..... <i>Dr. Harold Rugg</i>	48
Robert L. Bird—Portrait.....	28	Current Issues in Education..... <i>Arthur Gould</i>	50
Beautiful Purpose—Song..... <i>Annette Squire</i>	29	Los Angeles Book Breakfasts..... <i>Marjorie Van Deusen</i>	51
Tree Planting at Palos Verdes..... <i>Lillian S. Jones</i>	29	Financing the Public Schools.....	54
Better Teachers Institutes <i>J. R. Croad</i>	30	Attractively Dressed Teachers Are Better..... <i>Louise Pinkney Sooy</i>	56
New Basic Readers—Book Review..... <i>Annabelle Lee</i>	31	Sharkey Oil Bill..... <i>William H. Hanlon</i>	60
Grades and Tests in Junior High School Music..... <i>Mary Lichthardt</i>	32	The Tenth Olympiad..... <i>H. Marian Aspen</i>	62
		Coming Events.....	63
		Index to Advertisers.....	64

THE Board of Directors of the California Teachers Association comprises the following: **Dr. Joseph Marr Gwinn**, superintendent of schools, San Francisco, *President*; **Paul E. Stewart**, city superintendent of schools, Santa Barbara, *Vice-President*; **Robert L. Bird**, county superintendent of schools, San Luis Obispo; **George C. Bush**, superintendent of schools, South Pasadena; **Ed. I. Cook**, dean, Sacramento Junior College; **Clarence W. Edwards**, county superintendent of schools, Fresno; **W. E. Givens**, superintendent of schools, Oakland; **Roy Good**, district superintendent of schools, Fort Bragg; **Mrs. Eugenia West Jones**, kindergarten teacher, Los Angeles.

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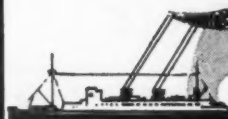
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(Travel Section Continued on Page 56)

SIERRA EDUCATIONAL NEWS

APRIL

1932



Volume 28

Number 4

The San Bernardino Meeting

Roy W. CLOUD

THE meeting of the organizations working for a shift in the method of paying school cost, from the county to the state, met at San Bernardino Thursday, February 18, 1932, in response to the call of George Sehlmeier, master of the State Grange.

Representatives were present from the California Farm Bureau Federation, California Teachers Association, California Real Estate Association, State Grange, Tax Equalization Association, State Supervisors Association, State Department of Education, Agricultural Legislative Committee and California Property Owners Division.

California Teachers Association was represented by Roy Good and Paul Stewart of the board of directors, Frank A. Henderson, chairman of the state council committee on financing public education, Ben Milliken of Covina, Ira Landis of Riverside and Elmer H. Staffelbach, director of research.

The State Department of Education was represented by Sam H. Cohn, deputy state superintendent, A. E. Lenz, legal advisor, and Ivan R. Waterman, chief of division of textbooks and libraries.

After roll-call, it was unanimously decided that each organization present should have one vote; that the majority vote of the organization should be cast by the representative of the delegation. Each delegation went into separate session. E. H. Staffelbach was selected as the representative of the California Teachers Association. Ivan R. Waterman was selected as the

representative of the State Department of Education.

The discussion of plans and procedure lasted throughout the morning, all of the afternoon and until 12 o'clock at night when the final draft of the proposed amendment was accepted. There were numerous discussions as to the advisability of certain factors being endorsed. The complete amendment and all of the provisions which had been discussed and which had received a favorable vote with the exception of the budgetary proceeding were included.

The contention of the California Teachers Association representatives was that the State Constitution **should specify** that the budget of the school district should be prepared by the governing board of the school district and that all levies of money should be made by the boards of supervisors. It is to be hoped that this provision may be accepted as part of the amendment.

The proposal, as adopted by the group and which follows this article, makes it obligatory upon the State of California to furnish from state revenues \$30 per child in average daily attendance in the elementary and secondary schools of the state as is provided at present.

In addition thereto the state will be required to furnish \$40 per child in average daily attendance in elementary and \$70 per child in average daily attendance in secondary schools.

The \$10 additional amount was urged by the California Teachers Association representatives in order that amounts to be expended by the

counties in the future may be as small as possible.

Under the present method of distribution the state and counties actually distribute at the present time because of the mandatory matching requirements for counties about \$70 per child in elementary and \$100 per unit in high schools.

Standards are to be set up by the State Board of Education and upon these standards shall be based the apportionment law which will be presented at the next session of the legislature, should the amendment carry.

The action of the representatives at the San Bernardino meeting is one of the most forward steps ever taken in the financing of education in the State of California, as it will help transfer the costs of public education from real and personal property and place them upon a more equitable form of levy.

It is not to be supposed that a measure of this kind may be prepared and made ready for the November election without very considerable effort upon the part of the school forces of the state.

It will probably be necessary for many teachers to offer their services in the passing of petitions and securing of names.

With the proposition on the ballot, it will be incumbent upon every teacher of the state to aid in the passage of the proposal.

The amendment as prepared at San Bernardino is as follows:

Proposed Amendment to Section 6 of Article IX of the Constitution

As approved at San Bernardino Tax Conference, February 18, 1932, by the Co-ordinating Committee on Taxation, consisting of California Farm Bureau Federation, California Teachers Association, California Real Estate Association, State Grange, Tax Equalization Association, State Supervisors Association, Department of Education, Agricultural Legislative Committee, California Property Owners Division.

Section 6. The public school system shall include day and evening elementary schools, and such day and evening secondary schools, technical schools, kindergarten schools and normal schools or teachers colleges, as may be established by the legislature, or by municipal or district authority.

The legislature shall add to the state school fund such other means from the revenues of the state as shall provide in said fund for distribution in each school year in such manner as the legislature shall provide an amount not less than \$30 per pupil in average daily attendance in the day and evening elementary schools in the public school system during the next preceding school year.

The legislature shall provide a state high school fund from the revenues of the state for

the support of the day and evening secondary and technical schools, which for each school year shall provide for distribution in such manner as the legislature shall provide an amount not less than \$30 per pupil in average daily attendance in the day and evening secondary and technical schools in the public school system during the next preceding school year.

There is hereby created a state public school equalization fund for which the legislature shall provide from the revenues of the state, an amount which each school year shall be not less than FORTY dollars per pupil in average daily attendance in the elementary school districts of the state during the next preceding school year plus not less than SEVENTY dollars per pupil in average daily attendance in the high school districts of the state during the next preceding school year; such fund to be apportioned in such manner as the legislature shall provide, for the purpose of equalizing educational opportunities and school tax burdens among the school districts and counties of the state.

The legislature shall provide in addition to other state revenues for the levy and collection of a tax upon the net incomes of individuals, estates and trusts, and a SELECTIVE SALES tax upon such commodities as shall be designated by the legislature.

The legislature shall provide WHEREBY THE BOARD OF SUPERVISORS OF EACH COUNTY AND CITY AND COUNTY MAY LEVY county, AND city and county taxes, for the support of public elementary schools, secondary schools, technical schools and kindergarten schools or for any other public school purpose authorized by the legislature.

THE LEGISLATURE SHALL PROVIDE FOR THE LEVYING OF SCHOOL DISTRICT TAXES BY THE BOARD OF SUPERVISORS OF EACH COUNTY, AND CITY AND COUNTY, FOR THE SUPPORT OF PUBLIC ELEMENTARY SCHOOLS, SECONDARY SCHOOLS, TECHNICAL SCHOOLS AND KINDERGARTEN SCHOOLS OR FOR ANY OTHER PUBLIC SCHOOL PURPOSE AUTHORIZED BY THE LEGISLATURE.

Eighty per cent of the money provided by the state for elementary school purposes and 75% of the money provided by the state for secondary school purposes shall be applied exclusively to the payment of public school teachers salaries; provided, that no school district shall be required to expend during any school year for teachers salaries an amount in excess of SEV-

ENTY per cent of the total current expenditures of the district excepting current expenditures for pupil transportation and for pupil maintenance during such school year.

The revenues provided for the public school

system for the school year ending June 30, 1933, shall not be affected by this amendment except as the legislature may provide.

All capitals indicate new wording as added on February 18, San Bernardino.

The Washington Meeting of School Superintendents

J. M. GWINN, *President,*
California Teachers Association

THE more important themes of the convention of the Department of Superintendence of the National Education Association and some 14 other national organizations meeting in Washington, D. C., February 19 to 25, included,—George Washington and his influence on our country; Education for a changed social, economic and political world; Character education; Education as a national enterprise; and the present crisis in education.

The strong tendency of all speakers, whatever theme assigned, was toward a discussion of economic conditions and their influence on education. It is evident that the minds of school superintendents are on school budgets, school costs, and modifications of educational programs.

Time and again speakers called attention to the fact that we are living in a new economic, social and political world and have failed to make the adjustments in our systems of taxation and governmental expenditures, social standards and practices, and forms of government,—especially of municipal government,—needed to meet the new conditions.

The tendency is to hold on to the old forms and to provide temporary and emergency relief and to forget the future in the endeavor to care for today.

One speaker, perhaps cynically, said, "It is easier to rob the schools than to replace a worn-out and iniquitous system of taxation and to reform municipal governments."

Many municipalities are in a deplorable condition due to the failure of the old forms and practices of city governments to meet the strain of the new day.

The machine in industry and organization in business have tremendously decreased employment and correspondingly increased leisure. We must go to a form of organization that will provide employment for all; also, more education

must be provided to meet the needs of the increased non-working hours. Education must have a larger and larger place as working hours are reduced and as changes in occupations are more frequent and radical.

The educated man is the man who can do a job he has never done before. The school age, in the sense of years during which people need education, will be lengthened. Whether we personally believe in it or not, programs of adult education are bound to expand and become more important.

The social character of our newer government makes the schools do much more than formerly. This greatly increased social service of the schools cannot be performed at the same cost as that of the schools of the past.

As the people through their state constitutions, city charters, legislation and ordinances require more social service governmentally supplied they must be ready to pay for this service.

The people are demanding enormously-increased services and some seem to expect the old conception of what is a proper tax-rate to be adequate.

If paying more taxes gets for those who pay them either directly or indirectly more, much more, than the individuals who pay the taxes could get for themselves through individual expenditures, may it not be an economy to pay more taxes?

If a program of health and health inspection in the schools saves and lengthens life, increases working power, and power of wholesome and happy living, and also decreases the families' doctor bills, why is it not an economy to provide for such a program?

A NEW form of taxation must replace or at least in part replace the present form of local and state taxation. The new form is on its way and is already here in some instances.

The gasoline tax was unknown 20 years ago. It is now found in each of the 48 states. Some states have a tax as high as 8 cents per gallon. Twenty states have an income tax. Eight of these have adopted it in the past 7 years and practically all the states are considering such a tax. The inheritance tax is increasing.

The state is assuming a larger share of the cost of public schools. This period of economic depression will force tax reforms to equalize the burden. The old form of state and local taxation is said to have placed 75% of the burden on 25% of the income, while the other 75% of the income of the people bore but 25% of the tax burden.

The present economic depression will force reforms in education. How to adjust education to new conditions is the most pressing problem before the educators of the country. The new conditions will force expansion and also force contraction.

Eliminations May Cause Retrogression

The eliminations that should be made are those of least value for the present and future. There will be a demand to eliminate the newer subjects and the most recent method. These may be the very ones that should be kept since they have doubtless been placed in the schools to meet today's demands.

One speaker said, "If elimination must be made it might be better to eliminate what came into the schools in the sixteenth century rather than what came into the schools in the twentieth century."

We all recognize that we must set ourselves resolutely to the task of readjustment in education in order that every economy may be made without serious impairment of the extent and efficiency of the program of education.

Needed school buildings and needed highways may be delayed since they can be provided later, but needed education cannot be delayed since the children pass their years but once.

If a gap is left in the education of the children it will remain through a generation. The President of the United States voiced the sentiment that the program of education for the children and youth of the land must at all hazards be safeguarded.

There were many eminent men on the program. Among those not directly connected with education were President Hoover, Secretaries Hyde and Wilbur, Senators La Follette and Fess.

A Journey to Washington

ROY W. CLOUD

CALIFORNIA was well represented at the Department of Superintendence in Washington, D. C., February 20-25.

Individual delegates went to the capital over various routes. The party planned by California Teachers Association left San Francisco Saturday evening, February 13, with 12 persons from around the Bay, in a car which had been reserved for them for the entire trip. Next morning at Los Angeles a second car, with 23 persons from the southern part of California, joined the northern group.

A variety of weather was enjoyed on leaving Los Angeles. There was sunshine in that city, rain was followed by sunshine as far as San Bernardino, then for about an hour a heavy snowstorm made a pleasing picture for those who were riding in a comfortable train.

The first stop was at El Paso on Monday morning. Here the group was met by a delegation of school officials under the leadership of A. H. Hughey, city superintendent of schools. Automobiles to accommodate all were at the depot.

A tour of the city was made, followed by inspection of Fort Bliss, the largest United States cavalry post, and the School of Mines of the University of Texas which is perched on a rocky hillside. The machines then went to the top of Scenic Drive. Here a panoramic picture of a large portion of western Texas could be seen.

A number of the El Paso schools were inspected and at 11 o'clock the administrative offices of the school system were visited and Texas procedure explained.

At 12 the members of the California delegation were entertained by the teachers of the El Paso High School at a most friendly and enjoyable luncheon. After a visit of an hour in the high school, which is modern, up-to-date and well managed, the automobiles took the party across the silvery Rio Grande into Mexico.

A Mexican Market-Place

The Juarez market was the most interesting of all the features, as it portrayed some of the life of our neighboring republic. Seated all around a huge building were men and women with various articles for sale. All sorts of cooked foods, fruits and vegetables were on exhibit.

Inside of the market, meats, groceries, hand-made articles, vegetables and fruits were on display and gave the California educators something to think about so far as sanitation and cleanliness are concerned.

The annual rainfall of El Paso is just over an inch and a half. Quite a portion of the annual rainfall came between the hours of three and six.

OUR journey was resumed at 8:30 that evening. The next day was one long ride through Texas. Early Wednesday morning a stop was made in New Orleans where many of the interesting places of that famous old French city were visited.

At 10 o'clock that morning the journey was resumed and from the car windows could be seen the bayous of Louisiana and the great expanse of the Gulf of Mexico. Before noon the travelers had passed through parts of the states of Louisiana, Mississippi and Alabama and into Florida. All of Wednesday afternoon was spent in the Everglades state.

On Thursday morning Jacksonville was reached. Advance arrangements had been made for a large bus which was waiting at the depot and in which the entire party went to St. Augustine, 42 miles away. The morning passed all too quickly in visiting the oldest house in the United States with its beautiful garden and its famous wishing well, the oldest public school building, the old Spanish church, the public square with its monuments erected for the soldiers from the city who had given their lives in the Civil War. The inscription reads: "They have crossed the river and are resting in the shade of the trees."

The pavilion with its old slave-block where slaves had been sold during the ante-bellum days was of interest. Next the party visited the Fountain of Youth; then went to Fort Francis Marion, one of the abandoned fortifications of the United States which was used by the Spanish and later by the United States government.

The various rooms which had housed captives of Indian wars and which had been the dwelling places of soldiers throughout the entire history of the United States until several years ago, proved of extreme interest.

On the return to Jacksonville a stop was made at Jacksonville Beach where a large number of the Californians enjoyed a swim in the Atlantic Ocean. Several hours in the evening gave an opportunity of seeing the Gateway to Florida at a most pleasant time.

At a very early hour the next morning Charleston, South Carolina, was reached. A committee of Charleston teachers, under the leadership of H. O. Strohecker, president of the South Carolina Teachers Association, and C. A. Weinheimer, president of the Principals Club of Charleston, met the delegation at the depot with an ample supply of automobiles.

AT 9 o'clock the group was on the pier at the waterfront. Two revenue cutters belonging to the United States navy were boarded.

The first stop was at Fort Sumter. Here the first shot of the war between the states was fired.

Fort Sumter is on a small island which is just about the size of the fort. It was named for General Thomas Sumter of Revolutionary fame. Major Robert Anderson, commander for the United States, surrendered the fort to the Confederate forces April 13, 1861.

A very interesting feature of the visit to Fort Sumter was the presence of William Robert Greer, the last survivor in Charleston of the Confederate defenders of Fort Sumter. Mr. Greer, although in his late eighties, is a fine up-standing man who gave to the Californians a most interesting description of the famous engagement which opened the Civil War and also told of incidents which happened during the great conflict.

After the visit at Fort Sumter the cutters took the group on a two-hour trip around the bay, past Fort Moultrie and out almost to the ocean.

At 12 o'clock the Citadel, the West Point of the south, was visited. The Citadel is a college maintained by South Carolina. Many of the instructors are West Point graduates. Graduates from the institution go out with the degree of engineer and are commissioned in the reserve army of the United States. Following a most interesting drill, luncheon was enjoyed at the fine new Francis Marion Hotel.

Mr. Strohecker had charge for the educational forces and Mr. Martin, Secretary of the Chamber of Commerce, as host at the luncheon, told of the industries and some of the history of the city.

A Tour of Historic Charleston

From 2 to 3:30 an automobile trip about Charleston was enjoyed. The city hall with the famous Trumbull painting of George Washington, for which the federal government offered Charleston \$500,000, the miniature of Lafayette, and a number of other art treasures were viewed.

At 3:30 the journey was resumed. At 8 o'clock the next morning Richmond extended a hospitable greeting. As it was Saturday morning members of the Teachers Club of Richmond, under the direction of Mrs. Eleanor P. Rowlett, president of the club, and C. J. Heatwole, secretary of the Virginia Education Association, met the party with a car for each delegate. A trip through the old capital of the Confederacy was begun.

The first place visited was the reproduction of a fine old English manor, the Virginia House, which is most charmingly located. Its architecture is beautiful. It is set upon a large estate whose broad gardens and lawns stretch down to

the James River. The next point visited was the University of the City of Richmond. This seat of learning is situated about two miles west of the Virginia capital on thickly wooded hills. The location is of great historical interest because practically every foot of the territory round about was fought for during the Civil War and embankments may still be seen which were thrown up either by the Confederate or federal forces.

ON the return to the city a half-hour was profitably spent in one of the old colonial homes which has been converted into a museum of American history. Furniture, clothing, bric a brac and pictures showing the progress and development of Virginia and also United States history were examined.

Next came a visit to St. Johns Church which stands upon the site of an old Indian settlement. The main building was completed in 1741. Practically all from our state sat in the pew which was for many years occupied by Patrick Henry and from which he arose and delivered his famous speech in which he said "Give me liberty or give me death."

The baptismal font on the altar was also of very special interest because it is the identical one used in the baptism of Pocahontas when she accepted the Christian religion. In the church grounds are buried many people of historical note, one of the finest monuments having been erected to the memory of the mother of Edgar Allan Poe.

The room in which Robert E. Lee assumed the command of the army of the Confederate States of America and in which Chief Justice Marshall tried Aaron Burr for treason was of more than passing interest. Pictures of the presidents born and raised in the old Dominion state adorn the walls of the rotunda.

In the early afternoon the departure for Washington was made. At 5:30 the capital city of our nation was reached and very shortly thereafter all the California delegates were at their hotels. Meetings for the evening had been scheduled for many groups.

On Sunday pilgrimages to various national monuments were held by the Department of Superintendence. At Washington's monument Superintendent E. C. Broome of Philadelphia, president of the department, delivered a

fitting oration to the memory of the Father of Our Country. At the imposing Lincoln Memorial Superintendent George C. Bush of South Pasadena, vice-president of the department, paid a heartfelt tribute to the Saviour of our Nation. At the Tomb of the Unknown Soldier in Arlington Cemetery, Superintendent Norman Crozier of Dallas, Texas, immediate past president of the department, placed a wreath upon the tomb of the soldier who does honor to all of the soldiers of the Great War.

The California Breakfast

On Monday morning the California Breakfast was made memorable by the presence of the First Lady of the Land. Over 100 Californians and former Californians gathered at the Hotel Washington at 7:15. Dr. Joseph Marr Gwinn, superintendent of schools of San Francisco and president of California Teachers Association, was the presiding officer. Mr. Gwinn's happy way of introducing the speakers and his appreciation of the talks added very greatly to the occasion.

AT the head table were officers of the national and state organizations. Seated at the right of President Gwinn and at the left of Mr. Bush was Mrs. Herbert Hoover, who had accepted an invitation to be present and meet a number of her friends from California.

Others at the head table were President Broome, Florence Hale, president of the National Education Association, Dr. and Mrs. William John Cooper, Mrs. Hugh Bradford of Sacramento, president of the National Congress of Parents-Teachers, A. E. Winship, veteran editor of the Journal of Education, S. D. Shankland, secretary of the Department of Superintendence, Frank Ballou, superintendent of schools, Washington, D. C., and Mrs. Ballou, Mrs. Rickard who accompanied Mrs. Hoover, Dr. Rufus Von KleinSmid, president of the University of Southern California, Beulah Coward, president of the Southern Section, California Teachers Association, and Estelle Unger, president of the Bay Section, California Teachers Association.

All at the head table were introduced by Mr. Gwinn, some responding with a short talk, others merely bowing in recognition of the applause given them.

State Superintendent Vierling Kersey, who arrived in Washington on Monday morning and who appeared at the breakfast just before its close, was enthusiastically received when introduced.

Congresswoman Florence Kahn of San Francisco, Congressmen Albert E. Carter of Oakland, W. E. Evans of Glendale and Joe Crail of Los Angeles, were also introduced.

Just before the close of the breakfast Mr. Gwinn introduced Mrs. Hoover, and although it had been her intention not to speak, she gave a most interesting talk in which she expressed her pleasure at having been present and having met a number of her former classmates at Stan-



George C. Bush placing wreath at Lincoln Memorial, Washington, D. C.

ford University and friends made during her residence in California.

On Monday afternoon a meeting was held at Mount Vernon, the home of George Washington. Here Mr. Broome, Miss Hale and George Bush placed a wreath on the resting place of the Father of Our Country. This was followed by a short address by President Hoover.

The meetings of the week were varied and much of interest to the schools of the country was discussed. Mr. Gwinn has written his impressions of the meeting which will appear elsewhere in this issue.

ALL of the names of those at the breakfast could not be obtained. The following, together with those at the speakers table, registered as being present:

Lewis E. Adams	M. G. Jones
A. K. Allen	H. W. Jones
Edna D. Baker	A. E. Joyne
John H. Beers	Florence Prag Kahn
Harold Benjamin	W. W. Kemp
Florence G. Billig	George C. Kyte
B. D. Billingham	J. Murray Lee
Eugene W. Bond	R. Lindquist
Edwin J. Brown	Carleton H. Mann
Albert E. Carter	J. W. Means
Harry H. Campbell	Mary Merritt
Frances E. Clark	George H. Merideth
Archibald J. Cloud	Walter R. Morgan
Roy W. Cloud	Robert B. Moore
Joe Crail	Dare S. McMullin
Will C. Crawford	Lura Oak
Percy R. Davis	Martha P. Porter
Charles B. Dyke	Louis E. Plummer
Walter C. Eells	Marjorie K. Pyles
Congressman W. E. Evans	James E. Rogers
F. O. Evans	L. B. Rogers
William F. Ewing	C. E. Rugh
Eldon Ford	David Segel
John G. Fowles	Mrs. David Segel
Myrta Freeman	A. Haven Smith
M. A. Gauer	Mrs. A. Haven Smith
Barbara Greenwood	L. W. Smith
Earl G. Gridley	Max Stern
E. L. Hardy	Mrs. Kathleen Stevens
Frank W. Hart	Sarah M. Sturtevant
A. B. Heacock	Henry Suzzallo
Mrs. A. B. Heacock	Fletcher Harper Swift
Walter T. Hepner	Thomas B. Elliott
Ernest Hesse	F. L. Thurston
O. S. Hubbard	Richardson D. White
Osman R. Hull	Mary Wilson
Edward J. Hummel	Hazel Wolverton
John C. Johnson	E. L. Van Dellen

OTHER Californians and former Californians who were listed as participating in the convention program were.—George Bush, W. C. Eells, W. F. Ewing, W. E. Givens, J. M. Gwinn, W. R. Hepner, George C. Kyte, R. D. Lindquist, Julian McPhee, John K. Norton, Mrs. Norton, J. B. Nash, Louis E. Plummer, Lester B. Rogers, J. A. Sexson, David Snedden, Henry Suzzallo, R. G. Von KleinSmid.

Public Schools and Religious Denominations

ALFRED E. LENTZ,

C. T. A. Legal Advisor, Sacramento

TOO frequently there arise in California situations which call for the answering of questions concerning the law controlling the relationships of the public schools and the various religious denominations and sects in this state. To put before the educators of California the existing law bearing on those questions to aid the public school authorities and others who may come into contact with such questions, is the purpose of this article.

Both the Constitution and the School Code contains provisions which must form the basis for the solution of the problems involved in determining what may be done and what may not be done. Article IX, section 8 of the Constitution reads:

Constitutional Provisions

No public money shall ever be appropriated for the support of any sectarian or denominational school, or any school not under the exclusive control of the officers of the public schools; nor shall any sectarian or denominational doctrine be taught, or instruction thereon be permitted, directly or indirectly, in any of the common schools of this state.

Section 30 of Article IV of the Constitution provides as follows:

Neither the legislature, nor any county, city and county, township, school district, or other municipal corporation, shall ever make an appropriation, or pay from any public fund whatever, or grant anything to or in aid of any religious sect, church, creed, or sectarian purpose, or help to support or sustain any school, college, university, hospital, or other institution controlled by any religious creed, church, or sectarian denomination whatever; nor shall any grant or donation of personal property or real estate ever be made by the state, or any city, county and county, town, or other municipal corporation, for any religious creed, church, or sectarian purpose, whatever; provided, that nothing in this section shall prevent the legislature granting aid pursuant to section twenty-two of this article.

School Code section 3.52 (formerly Political Code section 1672) states that:

No publication of a sectarian, partisan, or denominational character, must be used or distributed in any school, or be made a part of any school library, nor must any sectarian or denominational doctrine be taught therein. Any school district, town, or city, the officers of which knowingly allow any schools to be taught in violation of these provisions, forfeits all right

to any state or county apportionment of school moneys, and upon satisfactory evidence of such violation, the superintendent of public instruction and school superintendent must withhold both state and county apportionments.

School Code section 6.511 (formerly Political Code section 1607-Third) provides that it shall be the duty of governing boards of school districts to:

*** exclude from schools and school libraries all books, publications, or papers of a sectarian, partisan or denominational character.

The questions which have arisen involving the provisions of law just cited cover a number of subjects and for the sake of convenience each subject will be treated individually.

Use of the Bible in Public Schools

IN *Evans v. Selma Union High School District* (193 Cal. 54), it was held that the Constitutional and statutory provisions in using, as they did, the terms "sectarian" and "denominational" did not prohibit the use of religious books as such in the school and that it was proper for the governing board of a high school district to purchase copies of the King James version of the Bible to be placed in the school library for reference purposes.

The test of whether or not a book is sectarian is its character of its treatment of its subject, neither its authorship or the fact of its use by any particular sect being determinative of its sectarianism.

The court did not pass on the lawfulness of the reading of any version of the Bible in the public schools, but it is safe to say that the Bible may not be lawfully read in the public schools. This view is sustained by opinion No. 5141 of the Attorney General that the Lord's Prayer as contained in the King James version of the Bible may not be repeated by the pupils of a public school each morning at the opening of school, for the reason that the provisions of the Constitution of California clearly indicate that no prayer or doctrine peculiar to any religion may be incorporated as a part of the exercises of the public schools of this state.

Nor, under opinion No. 3247 of the Attorney General, may the governing board of a school district select the Bible as one of the textbooks for use in a public school and include instruction in the Bible as a prescribed course of study. The same opinion also holds, that credit toward graduation from high school cannot be given for a literary and historical study of the Bible made in Sunday schools and other agencies outside the high school, whether or not such study is under the direction of teachers credentialed by the state as public school teachers.

Use of Public School Property by Religious Denominations or Sects

THE Attorney General has held in his opinion No. 6679, that it is not lawful for the governing board of a school district to permit a church organization to conduct classes in the religious discipline of the church in a school house, outside of school hours, even though the attendance upon such classes is entirely voluntary and simply in response to church discipline for the reason, as stated in opinion No. 4016 of the Attorney General, that the granting of the use of public school buildings for such a use is contrary to the provisions of section 30 of Article IV of the Constitution.

Conducting of Public Schools on Property of a Religious Sect or Denomination

UNDER the laws of California as construed by the Attorney General in his opinion No. 4331, the governing board of a school district may conduct a public school within a building owned by a religious sect and leased by the board from such sect, providing that the governing board of the district has complete control of the school and the prohibitions of the provisions of law, to which reference is made herein, are strictly observed.

On the other hand, the Attorney General has held in his opinion No. 3785, that it is lawful to have the Baccalaureate sermon for the graduating class of a high school given in a church belonging to a particular religious sect, for the reason that Baccalaureate sermons are not part of the system of public instruction, although the Attorney General states that it scarcely conforms to the broad and liberal objects to be accomplished by the school system to ask pupils to hear a Baccalaureate sermon in a place where some of the pupils may not attend without violence to conscience and without having their religious faith or belief impinged upon.

In the same opinion the Attorney General said that the statements relative to Baccalaureate sermons apply with far greater force to school graduation exercises, for such exercises, by administration and practice, have become strictly a school function and those exercises, it would seem, should be conducted in a manner and in a place that could not be fairly objectionable to any person participating therein or attending, because of creed, denomination or religious belief.

Excusing Pupils From School to Attend Classes in Religious Instruction

IT is not within the power of the governing board of a school district to permit children whose parents desire them to receive religious instruction to be excused from school during the

school day for the purpose of giving religious instruction, while requiring the remainder of the children to remain in school. In giving this ruling the Attorney General in his opinion No. 4941, held that all the children of a school might be excused from school an hour or two each week so long as the minimum attendance requirements of the School Code were not violated.

Principles Involved

THE interpretations which have been made of the provisions of the laws of California relating to the relationships of the public schools and religious sects and denominations are strict. There are, of course, reasons for strictly interpreting those laws. Those reasons are well expressed by statements made by the Attorney General in giving the opinions which have referred to above.

Summarizing the statements of the Attorney General briefly, the Constitution and the Statutes of California are probably more particular and explicit in their demand that there be no religious instruction of any kind whatsoever, either directly or indirectly, included in the public school curriculum than is to be found in most states of the Union.

It has become the settled policy in this state, as in many other states, that our schools are non-sectarian and that sectarian instruction therein cannot legally be given. Our school system is designed to bring to the youth of the state, regardless of creed or preferences of conscience, a full and equal opportunity to enjoy the advantages of the public schools.

The Constitution of our state commands a non-sectarian administration of the public schools and nothing should be permitted or sanctioned which would contravene the spirit or purpose of that command. The laws of California indicate clearly an intention on the part of the people that there should be no possible encroachment upon the complete divorcement of church and state.

* * *

Dismissal of Probationary Employees

THE attention of school officers and administrators is directed to the fact that if a probationary employee is to be dismissed, he must be given a legal notice of dismissal by the governing board of the employing district on or before May 15, otherwise the employee will be automatically re-elected for the ensuing year. (School Code section 5.681.)

The law requires that the notice of dismissal must be in writing. In order to insure the

effectiveness of the notice of dismissal it should be sent by United States registered mail not later than May 15, postage prepaid, to the employee at his last known place of address. Securing a return receipt will serve to prove the receipt of the notice by the employee.

The notice if personally delivered by the clerk of the governing board to the employee not later than May 15, or if sent to the employee by regular mail and actually received by the employee not later than May 15, will be effective. However, the safest and surest way of making the notice of dismissal effective is to send it by registered mail as indicated above.

* * *

Poppies in San Geronio Pass

CARRIE W. EGAN, *Teacher,*
Ventura Junior High School

ACRES and acres of poppies,
Lying aglow in the sun
With the keen, sweet air of the mountains
Stirring them every one!

I lift my eyes from their glories
To the orchards in snowy bloom,
And above them the rugged mountains
With whitened summits loom

But they heed not the lordly mountains
Hoar, and wrinkled, and old.
They watch for and worship the sun-god
With his shafts of glittering gold.

When over the rim of the mountains
His gorgeous gold disk comes in sight,
They open their hearts to the sunshine
And flash back his colors and light.

On the field of the cloth-of-gold
Never shone such colors as these
Hundreds of orange poppies
Billowing in the breeze.

When the sun swings low to the westward
They furl all their petals of gold
And for nought but his magic glances
Will their satiny petals unfold.

* * *

Esther M. Schenk, primary teacher, San Antonio School, Ontario, is author of a charming little primer "Happy Times with Jack and Jane: At Christmas Time." On every page are brilliantly-colored illustrations by Vera S. Norman. This happy little book is issued by Lyons and Carnahan.

What Is Activity?

FRED A. BOYER

District Superintendent, Coronado

CORONADO Grammar School has been experimenting, testing, weighing values as are other schools. We, of course, are trying to find the best way for our particular situation. We realize we are doing nothing new; we may be yet in our swaddling clothes and only rediscovering what others are ready to discard. However, one does get a thrill when one actually realizes he had made his own discovery.

We do want to confess that we are attempting to teach the fundamentals; and that we also are using the true and tried methods of drill and procedure. We are convinced that some things must be **taught**, not inveigled.

We do use all the "painless" remedies known to man when we are teaching the multiplication tables, the 45 combinations, the parts of speech, and the "what-nots"; but we haven't been able to mesmerize or get our children enthusiastic enough to want these things so badly that they learn them in the twinkling of an eye!

Yes, we do believe in activity! That wasn't a fair insinuation. We believe activity is organized freedom. Yes, we believe in paradoxes also. Coronado children are free, possibly too free; yet they are organized. We have been working on a plan for two years, which seems to us has merit, and possibilities if we can get

and keep the human (teacher-pupil) element right. Our plan is in effect in all grades; but I am going to write particularly of the primary grades.



We have our primary department organized into a primary unit; but because grades and grading are required and are the custom we have arranged each grade into a B; a transition, made up of both A and B people; and an A division. The best of the B's and the poorest A's are ordinarily put into the transition group. The grading is so gradual that promotion is possible at anytime. We do not have wholesale failures twice a year any more, neither are we skipping numbers of children from grade to grade. The material is covered by every child.

But activity, where art thou? We set aside 45 minutes each day to be known as the activity

hour. The primary supervisor who is also special teacher of music acts as co-ordinator. She is assisted by the special teacher of art, and the manual training teacher, and the class teacher, who is always in charge of her grade.

When this period comes we are prepared and do carry out a definite program of activity. We have centered everything around what we call a "social science core." Our needs are set by our reading, social studies, physical activity, folk dancing, music and dramatics.

If we are studying Indian life, we want Indian art, Indian dances, and Indian stories; if the Dutch is the subject we become very "Dutchy" during this hour. Both boys and girls have entered into the idea and from our point of view we are actually having organized freedom—organized activity.

* * *

Vitalizing Geography

LAURA BELL EVERETT

Technical High School, Oakland

TEACHERS will welcome the big volume with the airplane on the jacket, the substantial red cover, the enticing roads of the oceans, used as colored end-pieces, and, best of all, formal geography broken up into such familiar divisions as "Roads," "Houses," "The Land and Its Workers."

Many a teacher who is looking for a new activity will put her class to deciding "Who Worked for Tommy Tomkins?" only, in place of Tommy will appear the name of each boy or girl in the class.

The story of irrigation of Yuma and Imperial Valleys may be worked out in another class, while the story of "Queenie, the Second" who took the place of the horse Queenie, will delight the devotees of Henry Ford.

North America, the land they live in, for the children who live there by Lucy Sprague Mitchell, has no forbidding introduction though a helpful "note to grown-ups" is tucked in at the end, before the index. The book is written simply and will be read with delight by the child who is acquisitive of knowledge about the world around him. It is published by the Macmillan Company; \$3.50.

Mrs. Mitchell, who, as Lucy Sprague, was an English instructor and dean of women at the University of California, has written the book as it has grown out of the instruction of her own children. Mrs. Mitchell is the wife of Professor Wesley C. Mitchell, university authority on finance. Children will enjoy the many illustrations by Kurt Wiese.

A Professional Code of Ethics

IN May, 1931, the board of trustees of Huntington Park high school decided that teachers would be employed thereafter for the limited time of probation only, that is, for three years, but no more teachers would be accepted on the permanent basis. Any teacher appointed hence-forward in this school would expect to find a position elsewhere at the end of the three probationary years, even though his work was entirely satisfactory.

A committee consisting of members of the local chamber of commerce, of the high school board of education, of the administration and of the faculty worked on the tenure problem during the summer of 1931.

At the same time, a committee of teachers was appointed to find a way out of the difficulty. This committee formulated a group of statements called "A Code of Ethics" of the Huntington Park High School Teachers Association, which, when completed, was accepted by vote of the association. It was then presented to the board of trustees and was accepted by them on January 4, 1932. The board agreed that if this code were in force in the school, the rule for dismissing teachers at the end of three years probation would be rescinded.

The code of ethics follows herewith. It was thought possible that other schools having similar problems might be interested in the solution as reached in Huntington Park.—L. L. SUTHERLAND, *President*; BERTHA H. HEISE, *Secretary*.

Code of Ethics

Huntington Park Union High School Teachers Association, Huntington Park and South Gate high schools.

Preamble

The purposes of this code are: (1) to clarify and make definite our attitude toward professional problems; (2) to establish an acceptable standard for professional conduct between teachers and between teachers and administrators; and (3) to inform the public what teachers themselves consider to be suitable rules of conduct for those who teach.

1. Professional Individual Attitude of Teacher

a. Members of the teaching profession should dignify their calling in every way. We believe our profession to be one of the noblest in the world.

b. We believe the teacher should maintain

his efficiency and teaching skill by taking advantage of summer schools, extension classes, correspondence courses, and extensive travel, as means to continual improvement.

He should be a reader of current educational literature and be open-minded toward new educational theories.

He should be a member of, and take an active part in local, state, and national associations.

c. Every teacher should avail himself of Visiting Day, to enlarge his own vision, and for purposes of comparison.

d. Security of position by tenure should be justified only by the highest type of efficiency.

2. Relation Between the Teacher, Administrator, and Supervisor

a. Teachers should give earnest and loyal co-operation in carrying out the policies adopted by the board of trustees and the superintendent (or principal) and the supervisors working under him. In case of difference of opinion the teacher shall have the right, and it shall be his duty, to present his point of view to the superintendent (or principal), but final judgment of the latter shall prevail. If there is a question of professional ethics involved and the teacher believes the superintendent (or principal) is wrong, he may refer the matter to the professional committee.

b. The superintendent (or principal) should require from teachers the performance of such duties only as can be carried out without sacrifice of the highest ethical principles. He should give full co-operation and support to his teachers in every case unless the teacher's conduct has been clearly unethical or unprofessional. He should respect the teacher's individuality and personality and do everything possible to make the working conditions of the teacher as satisfactory as conditions will permit. He should also give to each teacher as much freedom in dealing with subject-matter, methods, problems of discipline, and other teacher-pupil contacts, as is possible without disrupting the general unity of the school system.

c. There should exist a sympathetic bond of co-operation, loyalty, and reliability between teachers and supervisory officers, by means of which suggestions and constructive criticisms may be exchanged for the betterment of the schools.

d. No teacher should take school matters to

higher officials without the knowledge of his immediate superiors.

e. Supervisors and administrators should endeavor to correct teachers' faults before reporting to higher authorities.

3. Teachers Relations With Fellow Teachers

a. Members of the profession should recognize and welcome the inspiration and helpfulness of constructive criticism.

b. Verified adverse criticism should be told only to the one criticized, to the superintendent (or principal), or to the professional committee. The motive of such action should be helpfulness to the individual and to the profession.

c. Teachers should refrain from criticism and ridicule, or any petty gossip, about their immediate colleagues, predecessors, teachers in general, or school authorities.

d. It is considered unprofessional to pursue a policy of isolation, or unfriendliness, toward others, either teachers or students.

4. Teachers Attitude Toward the Student

a. The first duty of the teacher is to safeguard and develop the character of his pupils.

b. Teachers should attend student activities as far as convenient.

c. In instructional, administrative, and other relations with pupils, the teacher should be impartial, just, and professional. No minor disciplinary problem should be referred to the deans.

d. We recognize the value of student government, but we consider it good professional conduct for a teacher to assume immediate responsibility for the control of any situation that might arise in the school or on the grounds, that seems to be beyond student control.

e. The teacher should not discuss the mental, physical, financial, or other limitations of his pupils, or their families; nor any other characteristic in such a way as to cause embarrassment or annoyance to either the pupils or their parents.

5. Teachers Attitude Toward the Community

It is essential that teachers form contacts with all those groups with whom sympathetic understanding of educational problems should be cultivated, or with whom a more active co-operation may secure a larger service to the life of the community and the state. It is therefore urged that our teachers affiliate with local organizations.

My Roving Mind

ARVID BERNARD PETERSON, Age 12, 7th Grade,
Vincent School, Merced County

WHEN I sit among my schoolmates all the livelong day,
My mind is always roving to pass the time away;
When I sit there so idle
and do not say a peep
Sometimes the teacher
thinks I am asleep;
But I am just a-thinking
of the woodlands
far away,
And a-wishing I could
be there every day.
If I could only be there,
I know what I
would do,
I would write and tell
my friends
That fairy dreams come true.



Sent in by Mrs. Frances Gray Hand, Principal.

* * *

Robert L. Bird



Robert L. Bird, San Luis Obispo County Superintendent of Schools and veteran member of the California Teachers Association Board of Directors, is conducting a progressive and practical program of curriculum-revision.

Beautiful Purpose

A song dedicated to the children of California and to the California Congress of Parents and Teachers. Verses by Annette (Mrs. Will) Squire, Corcoran. Tune "America the Beautiful."

OH, beautiful for splendid hope,
For vision born of love!
For purpose of a boundless scope
With faith that mountains moves!
Oh P.-T. A., oh P.-T. A.,
May God thy purpose bless,
Reward thy work with quick success
And children's happiness.

Oh, beautiful for eager feet
Of children brave to climb
The upward paths thy
labor beat
To goals that are sub-
lime!
Oh P.-T.A., oh P.-T.A.,
May God thy beauty see
And give reward when
tasks are hard,
And bless thy unity.

Oh, beautiful for work-
ers proved
Whose greatness bars
all strife,
Remembering that all
have loved

These children more than life!
Oh P.-T. A., oh P.-T. A.,
God change thy flaws to good,
Enrich in self-control the whole
Of teacher-parenthood.

Oh, beautiful for noble dream
That wastes no time in fears!
But sees the builded hopes that gleam
With joys of future years!
Oh P.-T. A., oh P.-T. A.,
God will thy purpose bless,
And crown thy work with real success,
With children's happiness.

* * *

The **Morgan Valley** school, 11 miles from Lower Lake in Lake county, has 10 pupils and every pupil is a member of the school band. The teacher is **Alfred Clover**, who is a musician and who has also established a manual training shop in his mountain school.



Annette Squire

Tree Planting at Palos Verdes

LILIAN S. JONES, *Principal,*
Malaga Cove School

PALOS VERDES ESTATES, recently observed a national tree planting day, in connection with the program of the American Tree Planting Association, which has started a national three-year campaign to plant ten million trees as memorial to the bicentennial of Washington's birth.

Members of the entire community lent their co-operation to the project of planting 500 trees along the coast highway through the estates. The chief participants in the ceremony were the pupils of the Palos Verdes school.

Several factors have tended to develop a special interest in the world of outdoors on the part of these pupils. They are watching the estates develop from an old Spanish rancho almost barren of trees to a beautifully planned and planted tract containing hundreds of thousands of trees and shrubs.

A movement is now under way to make the entire estates a bird sanctuary and game preserve. Frank A. Vanderlip of New York City and Palos Verdes Estates is sponsoring for the school the third annual competitive bird-house contest.

Lectures by such authorities as Colonel John R. White, superintendent of Sequoia national park, short field trips for the purpose of studying and identifying native flora, and more recently a special study in one grade of national parks and forests encouraged the children to attempt the task of tree-planting.

A short dedication service was held on the playground of the school, where the children heard a brief address by Major George Gibbs, chairman of the Palos Verdes park and recreation board.

The children were then taken in automobiles to the site selected for tree planting. Here they were supplied with tools and small potted trees,—pines, acacias, and California holly. Each child planted from seven to ten trees which were tagged with his name and registered with the American Tree Association.

How proud these children will be, in years to come, of their monuments of living beauty to that greatest of Americans, George Washington, can be but faintly realized. He who plants a tree plants a memorial to more than mankind.



Better Teachers Institutes

J. R. CROAD, *Principal, Sierra School, Sacramento;*
President C. T. A. Northern Section

CRITICISM of our traditional type of institute has been the topic for much thought and discussion for many years.

In an effort to overcome some of the weaknesses of the older plan, a group conference type of institute was inaugurated this year at the biennial meeting of the California Teachers Association, Northern Section.

Experience with this type of institute had been gained from the local institute in Sacramento the preceding year, and from the experiments with similar types in Chico in the past.

The plan differed from that of former institutes in that the morning of each day was devoted to **conference meetings** in small groups, rather than general meetings, with a program of speakers.

Each teacher was requested to elect a topic from a list presented several weeks in advance of the meeting. They were then assigned to groups of 20-40 in class-rooms in one of the schools.

Leaders were called together, several weeks in advance of the institute session, for a half-day meeting to study conference-methods and receive instructions in the procedure to follow in organizing each group.

The problem of organizing 3000 teachers into groups, assigning them to rooms, selecting topics meeting the interests and needs of those attending, and providing a competent leader for each group was one requiring much careful planning. The committee in charge arranged a program which operated smoothly from the first day without a conflict.¹

At the last session the teachers were requested to fill in a questionnaire, the purpose of which was to get an expression, from them, upon the value of the new plan and suggestions for improvement. A tabulation of 1518 responses follows:

I. Do you prefer—	
Conference type	1413
Traditional type	105
II. If conference type—	
One session daily	1107
Two sessions daily	228

1. Mr. Curtis Warren, President, Northern Section, Chairman.

III. Number of days of institute—	
3 days	399
4 days	53
5 days	34
IV. Suggestions for improvement ² —	
1. Suggestions related to leadership.	
(1) Instructor type from outside teaching group to lecture; one qualified to give credit	89
(2) Leaders well-informed on vital problems related to their topic.....	59
(3) Leaders selected from teaching group	46
(4) Better-trained leaders	122
2. Suggestions for changes of procedure within the conference group.	
(1) Summarize results for the week.....	16
(2) Topics presented by experts, or by leader, then thrown open for discussion	64
(3) Members of group prepare papers in advance—discussion to follow	68
(4) Demonstrations and exhibits—discussion to follow	155
(5) Education of teachers and leaders on the conference method.....	45
(6) Different topic each day, within group	23
(7) Leader to have definite outline.....	72
(8) Hand in questions to leaders the first day	20
3. Suggested changes in organization of conferences.	
(1) Opportunity to attend more than one conference	135
(2) Opportunity for teachers to suggest topics	71
(3) Teachers assigned earlier so they may prepare for part in conference..	72
(4) 20 or less in group.....	27
(5) Homogeneous groups	138

Summary

1. The plan of having group conferences during the mornings of institute to replace the general sessions met with almost unanimous approval of the teachers (1413 for, and 105 opposed).

However, they offered many suggestions for changes which they felt would improve future meetings.

2. Leadership received much attention, due partly to a lack of understanding on the part of many as to conference procedure.

The majority of the group requesting better leadership actually wanted an instructor who could lecture and answer questions with some

3. Suggestions for improvement were made on 868 of the 1518 questionnaires. These suggestions were divided roughly into three groups for convenience in tabulating.

authority, rather than have a member of their own group lead them in discussion.

3. The majority of those commenting on the method of procedure within the group were in favor of **demonstration** to be followed by discussion. This comment came to a large extent from the art and music teachers.

There was a general feeling on the part of many others that more could be accomplished if discussion were preceded by a presentation of the subject, by one well-qualified, either to present a paper or by demonstration.

4. Definite preparation in advance by members of the group on some phase of the topic to be discussed was suggested by many teachers.

This would probably be the solution of the problem presented by those who wanted instruction by the leader or an authority.

5. Greater care in assigning teachers to groups was the most frequent request from those commenting on the way in which the conference was organized.

In most instances this suggestion came from the groups of teachers who were specializing in some one particular field. The instrumental teachers, for example, wished to be grouped separately from other music teachers. Kindergarten teachers wished to meet in a section of their own. The various vocational teachers desired separate sections.

Many of these difficulties could be overcome by giving the teachers an opportunity to suggest topics for themselves.

The request to attend conferences on more than one subject during the week, in many cases grew out of groups having poor leadership. Some were made by teachers who lacked interest in the subject to which they were assigned.

The suggestions as a whole were constructive in their nature and should be of much value to those planning future meetings of this type.

* * *

San Luis Obispo County Principals Association recently held its first meeting. The new officers elected were: Homer Edgecomb, Arroyo Grande, president; Lorena Edgar, Paso Robles, vice-president; Lillian Griggs, Cayucos, secretary-treasurer.

* * *

Fern Hulka, senior in Pasadena junior college, is author of a little book on old English hymns. She prepared the material in connection with her studies in English literature and did the book in the school print shop as part of her work in printing. Miss Hulka's instructors in this combined project, which already has attracted considerable attention, are Gladys L. Snyder, in journalism, John K. Leberman, printing, and Mrs. Helen M. Stone, literature.

The New Elson Basic Readers

ANNABELLE LEE, *Santa Paulina*

IT will be a matter of interest to California users of the Elson Readers to know that the pre-primer, primer, and books one to six, have been revised, modernized, and equipped with the latest devices for teaching reading to children.

The new covers still retain the dark blue background, which, however, is so overlain with a soft, green border-design and central orange medallion that the effect is entirely different—combining classic stability with the bubbling contrasts of youth.

The books are profusely illustrated in four-color pictures, done—we notice—by a whole company of artists, each expert in a given line—animals, faces, figures, action, or grotesqueness. The quality of the paper, printing and binding are of high standard.

Pleasing as are the exteriors, it is the content that has undergone the greatest change. Dr. William S. Gray, of the University of Chicago, author of *Summary of Investigations Relating to Reading*, commanding a whole corps of experts, has applied to these new readers the findings that he has been gathering over a period of years.

While some of the time-honored selections have been retained, much of the material is new and engrossingly interesting. Interest through real authorship seems to be one of Dr. Gray's hobbies, but his studies have shown him that interest is void if not coupled with simplicity. These new books are so organized that it is **easy** for children to read them.

Vocabularies are so scientifically distributed that, in the first grade materials, no page contains more than three new words. In the second grade book no page has more than four new words, while the ratio of repeated words is very high.

These new Elsons are called **basic readers**—"basic" meaning, primarily, for the teaching of children to read. To accomplish this end, there are complete teachers manuals outlining the detailed procedure for each book. Vocabulary repetitions are controlled. Phonetics are broadened and practicalized into word perception. Even the brass-tacks of method are simplified and made interesting with pupils work-books containing vocabulary tests, and a whole battery of picture, word and phrase cards and charts, all helpful.

But aside from the method, the dominant "interest feature" makes these readers valuable for supplementary purposes. The prices are unchanged.

The Elson Basic Readers, by William H. Elson and William S. Gray. Scott, Foresman and Company. Pre-Primer, 12c; Primer, 56c; Book One, 60c; Book Two, 68c; Book Three, 76c; Book Four, 80c; Books Five and Six, each 84c.

Grades and Tests in Junior High School Music

MARY LICHTHARDT, *Stanford Junior High School, Sacramento*

EVERY teacher of music in the junior high school is confronted from time to time with the problem of report-cards and grades and the question of playing fair with the large groups of boys and girls that come to her. Obviously, a single test or examination is inadequate and yet even that may involve many hours of outside work for the teacher.

If a fair test can be given and results recorded in a single period while the children themselves learn something of value during that time, tests may be more frequent and grades may have a real meaning. The following contribution was prepared by a teacher who actually gives such tests and who is responsible for grading several hundred pupils.—MARY E. IRELAND, *Second Vice-President, California Western School Music Conference, Sacramento.*

UPON what basis should grades in junior high school music be given? Is music a subject for which tests can be built? Do tests in music tend to lessen the pupils' interest? Is the "social" value of music lost when pupils know that their progress is to be checked?

These questions can only be touched upon in a brief article. They require intensive study extending over a long period of time. However, an attempt is being made to provide a means of giving grades by methods fair both to teacher and pupil.

When the general music course in junior high school consists of chorus work, music appreciation or phonograph-record work, and a limited amount of theory, the pupil may be graded upon four different bases:

1. "Attitude," or response to music.
2. Note books on record work.
3. Actual work with records.
4. Theory.

Any pupil is able to receive a good grade in "attitude," and thus make up, in part, for possible lack of background in the other phases of music. "Attitude" does not necessarily connote behavior. A pupil who behaves perfectly may not show the slightest interest in music. A good grade in "attitude" is earned by the pupil who listens with interest to the records, and who does his best in singing his part in the chorus.

If he keeps a note book containing information about the phonograph-records, and has it on hand when called for, he receives a high grade on his book. This book provides a stepping-stone to success in the appreciation test. Accordingly, if he is alert and attentive in chorus work, the theory test will be passed with credit to himself and to his teacher.

How may the tests in appreciation and theory be given? Since classes in general music are

nearly always large, a method of testing has been devised with a view toward giving both teacher and pupil an immediate check on the results of teaching and learning.

The appreciation test consists of 20 questions arranged upon a mimeographed sheet. All questions are stated so that they may be answered briefly. Twenty minutes are allowed for the test. At the close of the test, the pupils exchange papers, the teacher reads the answers, the papers are checked and returned to the owners, the grades are recorded in a book and tallied upon the blackboard, and the distribution presented to the class.

This work can be done in 30 minutes. The theory test also consists of 20 questions, many of which refer the pupils to their song books. The method of procedure is the same as for the appreciation test.

These tests do not appear to lessen the interest in music; on the contrary, pupils seem pleased to know that definite results are expected of them. The social value of music is enhanced through this type of work, because the pupils must work together in order to accomplish the results in the shortest possible time.

L 7th Music Test

Second Quarter

NAME.....
(Last) (First)

Period.....Reg. Room.....

1. Page 123; what kind of a note receives one beat? 1. _____
2. How many beats does a dotted half note receive in 4-4 measure? 2. _____
3. Two eighth notes are equal in value to what kind of a note? 3. _____
4. Page 155; how many beats does the first rest receive? 4. _____
5. Last flat to right, third line treble clef; give key. 5. _____

6. "Do" is a flat, give sign for D \flat . 6. _____
7. The language in which the syllables are written is 7. _____
8. A half tone lower in pitch than "re" is called 8. _____
9. Last sharp to right, third space treble clef; give key 9. _____
10. Page 25; how many beats are in the last measure? 10. _____
11. Page 131; where is la? 11. _____
12. Name of the fourth space in treble clef is 12. _____
13. Draw the sign used to indicate a repeat 13. _____
14. Page 169; give name of curved line at beginning of song 14. _____
15. Page 162; give key 15. _____
16. Page 106; how many beats in the first measure? 16. _____
17. Page 49; "Echo Song." Give meaning of sign at close of song 17. _____
18. Page 52; do the sopranos begin this song? 18. _____
19. Page 64; give syllable name of second note 19. _____
20. Page 35; how many beats in the first measure? 20. _____

* * *

An April Shower

DONNA MACK KISSLING, *Chico High School*

AH list! What wakes my slumbers
In the darkness of the night?
An April-rain is falling,
And gives me visions bright.

I see the new day fresher
As the birds begin to sing;
And the flowers lift their faces,
With the happiness of Spring.

I can see the leaves grow larger
On the oak trees everywhere;
And the sycamore's rare beauty
Is increasingly fair.

The emerald fields are growing
Into harvests manifold;
The orchards full of prospects
Take on a look of gold.

The dogwoods seem much whiter
'Mong the numerous April greens;
And fairy lanterns nod assent
To all my April dreams.

But hush! The night is passing,
Dream on with visions bright;
Sleep while the raindrops patter,
And wake with morning light.

The Original States

ROSE W. HIGLEY, *Allendale School, Oakland*

THIRTEEN colonies once were we,
Ruled by a king across the sea.
And years and years we spent in toil,
Building homes and tilling the soil.

The English flag floated everywhere
In the land we had tilled with care.
Much money we paid to this king,
Which we felt was an unfair thing.

Obeys we must the king's
command.
No voice had we in our
great land.
And so we saw that fight
we must
For liberty! Our cause
was just.

From hill and field and
shady glen
Came colonists, strong
sturdy men,
To fight for what they
thought was right.
Freedom they loved with
all their might.

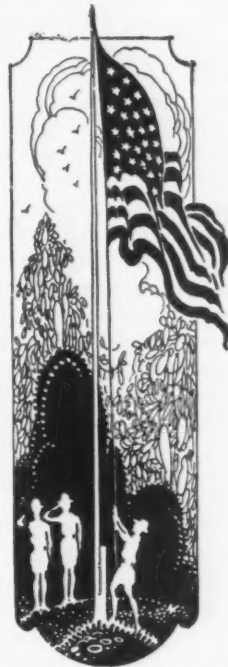
For seven years the war
went on
Under our leader Wash-
ington.
Where's there a man so
great as he?
To him we owe our vic-
tory!

United all, we loved him so,
For President—our choice you know.
We're states thirteen, colonies no more.
We hope to grow from shore to shore.

O'er our land floats a flag today
With thirteen stars and stripes so gay.
It's plan was made by Washington,
By Betsy Ross the sewing done.

For us the stripes will always be.
As we are first, that's right you see.
For each new state we'll put a star.
Our country's growth will reach afar.

May this banner forever wave
O'er our country, land of the brave.
Hearts for Washington filled with love,
And loving trust in God above.



Some Rural School Problems

IDA M. COLLINS

San Bernardino County Superintendent of Schools

IN discussing rural problems of a county superintendent I will confine my discussion to the one county which I know; the largest county in the state with an area of 21,000 square miles, 18,000 of which are desert.

I realize that in some counties there may be the problem of inadequate supervision; in others, difficulty in securing adequate library service; or an unsympathetic attitude on the part of county officials; or adverse political influence. Fortunately in this county we are not troubled along these lines.

To be popular, of course, I will be expected to say that many grades in one room, lack of special teachers for special subjects, lack of consolidation of administration, and lack of possibility of "enrichment of curriculum" are the outstanding difficulties in rural schools. However, I do not wish to be popular but honest.

Rural schools in this county lack adequate financial support. Given a good teacher, proper housing, proper transportation, enough supplies and good equipment, I should not feel concern over the fact that all eight grades were in one room. Some of the best all-round development of children in this county has been brought about in a one-teacher school.

There is an attitude of responsibility created when big children and little children associate together in one room which is valuable.

In this county we need,—(1) money enough to properly take care of transportation of pupils in the rural school districts or (2) the authority to say to parents that they may not take children into inaccessible localities where there is no possible chance of getting them to school.

In fact we need both the money and the

authority for some of the children are in homes so far from school that the distance alone would bar transporting them. People do not hesitate to take their children to locations 25, 40, 60 miles from school. They have no cars of their own which would stand the service over roads which may be next to impassable.

Such people sometimes come to the county superintendent's office and say, "I have just moved my family to a place on the desert approximately 50 miles from the nearest school. I have four children of school age. What will you do for me?"

If there is any hesitancy about the reply we are told, "The law says my children must be in school. I cannot afford to take them and it is up to the state and county to do it."

We have four emergency schools, two of them in box-cars and one in a "goods-box." I do not feel sorry for the children in these emergency schools because there are several grades in one room with one teacher.

I do feel sorry for them because there is no way to provide a decent building, no way to furnish equipment, no way to get supplies except by donations or by begging. A teacher in one of these schools uses the top of an old sewing-machine for a desk. Another uses a box.

The districts in which the emergency schools are located are so poor that they can barely exist and maintain the regularly-organized school.



Ida M. Collins



An old railway box-car used as a school on the desert.

They cannot spare anything for the "orphan" in their midst. As a matter of fact it is not in their midst. In one case the emergency school is 75 miles from the regular school, in another it is 25 miles and in another 30.

To one of these schools two little girls are brought 17 miles each day by an older sister. Many miles of the way there is no well-defined road, just a trail across the sand where air must be let out of the tires to get through and pumped in again by hand-pump.

In addition to the emergency schools (which we establish where there is a fair group of children who can be gathered together) we do what we can for transportation. In some cases we pay parents to take their own children; generally just enough to pay for the gasoline and oil.

In other cases we pay on a mileage basis or on a pupil basis. At best we do not do it satisfactorily. No amount of money would do it satisfactorily.

I am not thinking that more money should be raised. I am thinking there should be a more equitable distribution of what we already have.

Good rural teachers are not hard to find but they are hard to keep because of the conditions with which they must cope. Many of the conditions could be corrected if we had the money.

If we could pick up the edges of the Mojave Desert, as a blanket, and gently shake the children into groups reasonably distant, could have comfortable buildings, good equipment, adequate supplies and good teachers, we would not need to lose any sleep over the fact that there were eight grades in one room!

* * *

George Washington Recital

Given by Grade 2A children, ranging from 6½ to 8 years.

JOSEPHINE EMMA FRANK, *Teacher*
Junipero Serra School, San Francisco

The prelude is recited by a girl dressed in long voluminous skirt and waist (crepe paper, blue and white); Janice Meredith hat of same, colonial style.

Prelude

IN colonial times they dressed just like this So just imagine I'm a little colonial Miss. The children of our class will tell you today Of the part in history George Washington did play.
Of his love of the truth and his brave deeds

And how in the army of 1776 he did bravely lead.

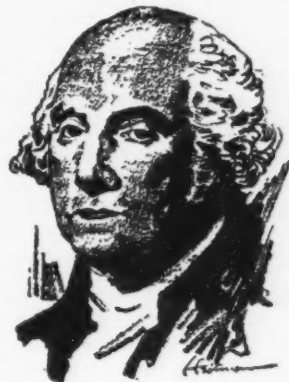
We will try to tell you in a very simple way Something about George Washington today.

Class Recites

George Washington our hero, brave and true,
Throughout the land your name will live,
For our flag, red, white, and blue,
To this glorious country you did give.

George Washington, your name we praise
Throughout this wondrous land today
And while our flag we proudly raise
We'll love and honor you always.

The girls carried nosegays of paper flowers drawn through lace-paper doilies (tied with narrow crepe paper, red, white, and blue) on their shoulders were red, white, and blue streamers.



A number of girls wore dresses and hats, colonial style, embellished with streamers of red, white, and blue. Some wore cape-dresses, made of kitchen toweling, with voluminous skirt.

The boys wore hats they made (tri-cornered) red, white and blue; with rosettes of crepe tissue-paper red, white and blue; and streamers of the same on their shoulders.

They marched in fours to the stage and stood in two lines, each one stepping out to the middle when reciting. All but five pupils told one, two or three outstanding facts about George Washington,—his life, his career, or his home.

* * *

Paying Mother

ONE of the outstanding helps received in character training in the upper grades is through the book "Paying Mother" by Margaret Hill McCarter.

The style is narrative. The author brings to the mind of the reader the many little things that mean so much to a mother yet are so easily forgotten by sons and daughters.

The story is long enough to be complete and short enough to hold the interest of the class throughout the entire reading.

It is published by Harper and Brothers.—Tina Deines, Shafter.

Pioneering for the Deafened Adult

HELEN SCRIVER, *Santa Barbara*

INDIVIDUALS in general fall into three groups; first the pioneers, those who are motivated by no fears; second the builders, including engineers, bankers, brokers and statesmen, motivated by many of the same impulses as the pioneers but tempered by caution; third the humanitarians, made up of teachers, ministers, doctors and social workers motivated primarily by a desire to serve their fellow men. At times these traits are brought together in a single person. Such a pioneer, builder and humanitarian is Lucy Ella Case, instructor in lip-reading for the deafened adult in the public schools of Pasadena, state normal instructor, and member of the California state board of teachers of lip-reading.

Graduated from her home town high school in Cambridge, Lucy Ella Case did secretarial work for two years in the Massachusetts Institute of Technology at Boston. Following two years at her mother's alma mater, Oberlin, she set out as pastor's assistant in Minneapolis at \$25 per month.

At the end of one year, determined to carry out her girlhood dream, she applied to the Congregational board of foreign missions in Boston, asking to be sent to the "hardest place." On October 25, 1892, Miss Case left the New South Station for Japan, having received an appointment to the Plum Blossom Girls School of Osaka.

Those were the days of the Russian-Japanese war and the China-Japan war. Miss Case had her first opportunity to minister to soldiers, a work which she was destined to continue in a different way after the world war. Her school life at Osaka included teaching English composition to over a thousand Japanese girls, literature and Bible. Increasing deafness forced her to give up this beloved work.

Returning to Cambridge she spoke in churches throughout New England on Japanese life and missionary effort in Japan. By chance, hearing of lip read-

ing for the deafened, she took one lesson of Edward B. Nitchie in New York City. This one lesson turned the tide and pointed the way to her life work.

COMPLETING the lip-reading course as a student, she took the normal course also under Mr. Nitchie. Since then she has been engaged in a coast to coast broadcast of hope, health, and happiness to disheartened deafened over the EBN System. For, with her stock-in-trade, "lip-reading for the deafened adult," the names of two unknown people who might be interested in lip-reading, and \$90 in cash, this pioneer set out in 1909 for Los Angeles.

At that time there was a small class for deaf children in one of the Los Angeles schools, but no one in the west had ever heard of lip-reading for the deafened adult. Some thought lip-reading a panacea for the blind; one woman was grievously disappointed to find that it was not a new fragrant powder to beautify her lips. Public opinion had to be overcome but the work grew slowly. The Los Angeles school of lip-reading came into being.

Pupils came and were given instruction in the "art of hearing with the eyes." Soldiers disabled in the world war came, forty of them sent by the rehabilitation bureau to study lip-reading. Side by side with instruction for the

deafened grew also a community center for them, the first League for the hard-of-hearing in the west, founded by Miss Case at Los Angeles.

By 1917 lip-reading had found its way into the public schools. From this time came a steady growth in the number of classes sponsored by boards of education. A trained teacher usually meant a new class in lip-reading. Up to 1930 Miss Case had given normal training to 30 graduates of her own school, some of whom are now teaching in New York, Illinois, Kansas, Texas, Arizona, Colorado, with the greater number in California.

In 1930 the State of California created a board of teachers of lip-reading, of which Miss Case is a member for Southern California. All candidates for lip-reading positions in the public schools in California must be approved by this state board.



Lucy Ella Case

It is safe to say that no teacher of lip-reading in Southern California is unknown to Miss Case.

Having lived and taught in Los Angeles county all these years, and having seen the work grow from one private pupil to over 22 centers of public school teaching from Santa Barbara to Imperial Valley, it goes without saying that this builder has been awarded a California life diploma for teaching lip-reading.

THE California Association of Teachers of Deafened Adults, with a present membership of 45, originated in 1928 at Miss Case's home in Pasadena; 24 leagues for the hard-of-hearing in the Pacific zone this year address her as vice-president of the American federation of organizations for the hard-of-hearing.

Wherever lip-reading classes and leagues for the hard-of-hearing make life happier and more worthwhile for the deafened in Southern California, there the deafened pay tribute to their pioneer, builder, and humanitarian, Lucy Ella Case.

* * *

Students Criticise the "Talkies"

CHARLES FREDERICK WRIGHT
Santa Paula Union High School

FOR, lo, these many years, the statement has been made that Hollywood film magnates base their talking-picture production on the dogma that the intelligence of the American public is low, so lamentably low, in fact, that it hardly approximates the I. Q. of the average child of 12 years.

Because of this dogma, say the "higher critics," the producers, who are business-men, continue to give us "talkies" which are, on the whole, obvious, sensational, and puerile balderdash.

To uphold or attack either the motion picture entrepreneurs or the "higher critics" is not the purpose of this article, even if the verbal brickbats hurled by both factions have stimulated the writing of this paper.

It is the writer's aim to show the results of a year's survey conducted to determine what high school students think of the "talkies."

Forty-five pupils enrolled in the oral arts classes of the Santa Paula high school, as part of their work, co-operated in the compilation of 1200 talking-picture reports.

The questionnaire used covered these items: play type; plot; acting; sound engineering; direction; audience emotions; and miscellaneous

criticism. Extracts from these reviews show student reactions to recent "talkies."

THE SMILING LIEUTENANT. "Maurice Chevalier was splendid! Producers should use fewer scenes showing his profile because he has a very poor one. His voice is nothing extraordinary, but his personality is beyond reproach."

AROUND THE WORLD IN EIGHTY MINUTES. "The plan of development was interesting and original. In this travelog, Douglas Fairbanks did not let the audience forget his personality but leaped about in typical Fairbanksonian style."

DR. JEKYLL AND MR. HYDE. "This is a film masterpiece based on Robert Louis Stevenson's novel. There was but one defect that marred an otherwise perfect performance. The organ music was not synchronized with the fingers of the organist. The make-up of the gruesome Hyde while a trifle overdone was nevertheless exceptional."

STREET SCENE. "A splendidly acted and directed play."

OVER THE HILL. "This picture is very true to life."

FRANKENSTEIN. "I thought the picture was repulsive. It didn't frighten me so much as it made me sick . . . very excellent acting on the part of Dr. Frankenstein and the Monster."

THE survey showed that the students regarded but 17% of the "talkies" suggestive and but 2% immoral.

Factors influencing students to attend talking-pictures are listed with the percentages:

Favorite "star".....	31%
Knowledge of the story.....	16%
Recommendation of a friend.....	19%
Newspaper or magazine publicity.....	12%
Captivating title	9%
Nothing else to do.....	13%
Total.....	100%

The survey disclosed that 43% of the "talkies" seen and heard induced mirth or sadness, 36% provoked contempt, and 21% caused the theater patron to be indifferent.

In all the 1200 talking-picture criticisms filed there was not one "perfect picture."

* * *

A program of financial publicity explaining where the tax dollar goes, coupled with a series of newspaper feature stories on educational opportunities of schools, recently was begun by the **Modesto Teachers Association** to aid the cause of teachers' salaries and maintenance of school budgets.

It is hoped by J. H. Bradley, Modesto city superintendent of schools, that the program will help crystallize intelligent public opinion based on facts and will aid in selling the services of the school to the public.—Leonard I. Bartlett, Modesto Junior College.

The Misbehavior of Children

VIRGIL E. DICKSON, *Assistant Superintendent of Schools,
Director, Bureau of Research and Guidance, Berkeley*

DO delinquent children form a special group, with distinct physical, mental, and social traits? Is juvenile delinquency due to hereditary factors, or to environmental conditions? Do bad children come from bad homes and good children from good homes? Are there more bad boys than bad girls?

These problems and others of a similar nature are being studied by the research department of the Berkeley public schools in an effort to reduce juvenile delinquency, and to determine causes and remedies of juvenile maladjustment.

Studies of delinquency and crime during past decades give us no positive assurance that we are reducing delinquency, in spite of the fact that much money and effort and thought have been spent on the problem.

Supervised playgrounds have been opened in almost every park and school-ground in Berkeley. The health department has made systematic examinations of all school-children, and there is a nurse that visits homes in every district in the city. There is money from the community chest for those in need of clothes and food. There are special classes in the schools for the over-age and mentally-retarded child.

There is ability-grouping so that children in school may progress on approximately equal levels of accomplishment and ability. The police department emphasizes the prevention of crime rather than the punishment of criminals. Yet delinquency seems to continue without significant abatement.

About four years ago the Berkeley Co-ordinating Council started to study as intimately as possible the causes of serious misbehavior and maladjustment among children in the city. The co-ordinating council is composed of members of the police department, health department, recreation and parks depart-

ment, welfare society, and the bureau of research and guidance.

This council recommended that a psychiatrist, a pediatrician, a psychologist, and a staff of psychiatric social workers be constituted as a counseling committee to get case-histories and to examine children who were reported as serious maladjustment problems, and to give counsel to these children, parents, teachers, and others who deal with them.

The counseling committee was organized and has been in operation for four years. Careful records have been kept, and a research technique has been set up to evaluate the service rendered. Three parallel groups for observation are under study.

1. A group of problem children under advice and treatment with co-operation of home and school.
2. A similar problem group in which treatment is not given and for which home co-operation is usually absent.
3. A group of non-problem children of the same age, sex, and mentality as the problem-treatment group but who, according to the teachers in school, constituted no behavior problem at the beginning of the study.



Dr. Virgil E. Dickson

Research data were collected on approximately 100 children in each of the three groups. At the end of three years of study, following are some of the observations that seem justifiable:

1. Poor family relationship is the most common characteristic in the case history of the problem child. The majority of all serious behavior problems come from divided or broken homes where quarrels and misunderstandings are common.
2. Behavior seems not to be a matter of intelligence,

because all levels are found. The I. Q. range is from 30 to 160, the median I. Q. being 97. The high and low levels seem to produce more than should be true from a normal distribution. Those varying most widely from normal I. Q. have greater prospects for trouble. Probably they are less understood and less adapted to the common treatment in school and in life outside.

3. Economic status is not a vital factor.

Problem cases come from the homes of the well-to-do as well as those of the poor. While poverty doubtless drives some children into trouble, there are equal percentages of poor children who do not go into delinquency.

4. Physically the delinquent does not form a separate group.

Physical defects are common and no doubt play an important part in association with other factors. The physical defects are almost as prevalent in that group which is reported as causing no trouble in school.

5. Misbehavior is not a matter of age.

The ages of the children vary from 4 years to 19 years. The median age is 10 years, and the median grade is the fifth, and all school grades from kindergarten to senior high school are represented.

6. In school, boys are reported more often for misbehavior than girls.

The causes of maladjustment are legion. The major emphasis seems to lie with environmental factors rather than with hereditary factors. We can conclude that every problem child has a number of causes of trouble, one of which is likely to be the most prominent but all of which must be considered in the solution of his problem.

Treatment of the child involves the total individual in the total situation. Any element or combination of elements may be the cause of undesirable behavior, and these can be known only through an intensive study of the individual in his total environment.

Serious maladjustment grows out of that misbehavior which occurs frequently and persists as a habit. There is, of course, a difference in the seriousness of different offenses. For example, stealing is more serious than whispering. Either done only occasionally is less serious than when it is frequent and persistent.

ADULT opinion differs so widely in what constitutes serious misbehavior in a child, that it is no wonder that children have difficulty in adjusting themselves to the varying standards they meet as they go from one adult to another.

There is no "common standard of behavior for the child." He must choose and adapt

according to the adult he chances to confront. He can do or is expected to do in the presence of his father what is intolerable in the presence of his mother, or vice versa.

He can do with one teacher what he cannot do with another; similarly with aunts and uncles, neighbors, etc., to the limit of his adult contacts. The child becomes a shuttle-cock choosing how to "get by."

The child came into this life with no standards of behavior. He is guided solely by instincts. His behavior, therefore, develops in accordance with these instincts and the environment which plays upon them.

In a word, the child does what he is trained to do. While a child does behave naturally, he does not naturally behave!

He quickly forms a habit of doing the thing that brings him satisfaction, while the adult wants behavior that brings adult satisfaction.

If the child gets what he wants by crying he learns to use that tool. If crying doesn't get what he wants he quits. If a tantrum brings desired results, he uses that. If lying helps he applies that.

The child quickly takes on the behavior which his environment presses him to use. His behavior will be purely selfish and instinctive until he is taught ideals and standards. These are set for him by the adults of the community.

How important it is that adults have a better understanding of ideals and standards of behavior for children!

* * *

Rising Importance of School Custodians

ELLIS G. RHODE, principal of Tracy Union High School, has written an excellent article on the "Importance of the School Custodian" which appears in a recent issue of the California School Employees Journal.

Mr. Rhode declares that the variety and importance of the custodian's duties have increased to such a degree that he must be considered as an intelligent and responsible school officer.

Not only must he be technically qualified to operate and care for expensive machinery and equipment, but he must also have the skill and knowledge to manage efficiently a modern school-building. Five functions of the custodian show the importance of his relation to the school and its management. The custodian

1. Safeguards school property.
2. Sets housekeeping standards.
3. Sets moral tone.
4. Has large control over health conditions.
5. Has important relation to fire hazards and safety.

A Big Shoe-shine Stand

A First Grade Unit of Work

LILLIAN PARENTE, *Teacher,*
First Grade, Hillcrest School, San Francisco

ONE morning, during a group discussion, I noticed that many of the children's shoes were very dusty and unpolished. Remarking about this to the children, I was informed that few of them had shoe polish at home.

So I told the children I would buy cans of black and of brown polish, keep them in the dressing-room, and that they could use them before school time.

One little boy, full of spontaneity, said, "Just like a shoe-shine place!"

That presented a splendid lead to a suggestion of really building a shoe-polishing stand in the classroom and having their shoes polished at their own stand.

The stand was built mostly of orange and egg boxes, and a magazine-rack was added, with a phonograph-stand and toy phonograph to entertain the customers.

In connection with the shoe-polishing stand, the children made a collection of shoes. These included Japanese sandals, Chinese slippers, Indian moccasins, wooden shoes, old East Indian sandals, children's shoes, and doll booties and shoes. The children learned about the shoes different kinds of people wore and were unusually interested in telling about their collection.

The unit culminated with an original play developed around the shoe polishing stand and was presented for their mothers.

The Play

Time: In the morning.

Place: Any street in the city.

Stage Setting: Shoe-polishing stand; a magazine-rack and phonograph stand at right and a shoe collection rack at left of stand.

Frank and Albert, shoe polishers, waiting for customers.

Virginia and Bernice (carrying baby dolls): Good morning, Frank and Albert.

Frank and Albert: Good morning, Virginia and Bernice.

Frank: Do you want your shoes polished, today?

Virginia and Bernice: No, we do not want our shoes polished. We have white shoes and our mothers cleaned them this morning.

Virginia (looking at shoe rack): Oh, what a pretty pair of doll booties. I wish I had them for my baby doll. She lost hers.

Frank: We have two pair of doll booties, so you may have one pair for your nice dolly. (Gives Virginia the booties.)

Virginia: Thank you, Frank.

Virginia and Bernice: Good-bye, Frank and Albert.

Enter **Leon and Eleanor** (carrying school bags): Good morning, Frank and Albert.

Frank and Albert: Good morning, Eleanor and Leon.

Leon: We want to get our shoes polished today. How much do you charge?

Albert: Don't you learn to read in school? That sign tells you how much it costs to have your shoes polished.

Eleanor: Oh, I know what it says. Shoes polished—one penny.

Leon: Then we both can have our shoes polished for two pennies. (Children get on stand, their shoes are polished and phonograph is played for them.)

Eleanor: How nice our shoes look. They look just like new.

Leon: Now when we go to school we can put our names up on our shoe polishing chart, then everyone who comes into our room will know we had our shoes polished this morning.

Eleanor. Our teacher told us that shoes last longer if they are polished often. Shoe polish keeps the leather smooth and then the leather doesn't crack.

Frank: That is right, Eleanor. Shoes would last longer if people would always keep them polished and they look nicer, too.

Leon: We had better hurry. The clock says half past eight and we do not want to be late for school.

Eleanor and Leon: Good-bye, Frank and Albert. Thank you very much.

Enter two Sailor Boys (dressed in paper sailor suits).

Frank: Where do you come from, sailor boys?

First Sailor Boy: We just came from China.

Albert: When you were in China, did you see shoes like these? (Albert gets Chinese slippers from rack.)

First Sailor Boy: Oh yes, the Chinese people always wear slippers like those.

Second Sailor Boy: In Japan, the people wear straw sandals just like the ones you have on your rack.

Frank: We have another pair of sandals here, too. But these are not Japanese sandals. They are very, very old and come from East India. Sandals were the first shoes ever made.

Second Sailor Boy: Oh they are very strange looking sandals.

Albert: Your shoes look very nice, sailor boys. You do not need to have them polished.

Sailor Boys: We polish our shoes every morning before we leave the ship. All sailors must be very neat and clean before they go ashore.

First Sailor Boy: We have just a few hours to be here, so we had better go and see what your city of San Francisco looks like. Good-bye, shoe polishing boys.

Frank and Albert: Good-bye, sailor boys. Good luck to you.

Enter Two Farmers (dressed in overalls and large hats).

Frank: Oh, so you are farmers.

First Farmer: Yes, we just came from the country. Where we live there are no sidewalks and our shoes are very dusty. We would like to have them polished. (Farmers get on stand and have shoes polished).

Second Farmer: Will you please brush our clothes. They are full of dust. (Clothes brushed with whisk broom.)

First Farmer: When your shoes are polished, you feel nice and clean. It is hard to keep shoes polished in the country because there are no sidewalks and the roads are dusty.

Albert: Are you going to live in the city?

Second Farmer: No, we came here to sell the skins of the sheep and cattle that we raise. You know leather is made from these skins.

Frank: My brother is a shoemaker. He buys leather to make soles and heels for old shoes.

First Farmer: We will get our shoes polished when we come to the city again. Good-bye, shoe-polishing boys.

Frank and Albert: Good-bye, farmers.

Enter Four Children (two girls and two boys).

First Boy: Look at that shoe polishing stand. I wonder how much they charge to have your shoes polished.

First Girl: What do we care? We don't want our shoes polished.

Second Boy: We don't want to waste our money. Let us buy some candy.

Second Girl: We do not need candy. We are going to have lunch soon and candy would spoil our lunch.

First Boy: And it really isn't wasting money to get your shoes polished. It makes them look nice and they last longer.

First Girl: Oh, I just remembered. Mrs. Brown said she would take us to the show this afternoon and we should have our shoes polished before we go. She wouldn't like to take us out with dusty shoes.

First Boy: How much do you charge to polish shoes?

Frank: We charge one penny to polish shoes.

First Boy: I have one penny.

First Girl: I have two pennies.

Second Boy: I have one penny.

Second Girl: I have no pennies.

First Girl: I have two pennies so I will give you one. Now we can get our shoes polished. (Children get on stand, phonograph played and they have shoes polished.)

First Boy: Now Mrs. Brown will be very happy to take us out, because we are clean and our shoes look so nice and shiny.

First Girl: Our shoes look ever so much better. Let us pay our penny.

Frank and Albert: Thank you very much, girls and boys.

Four Children: Good-bye, Frank and Albert.

Frank and Albert: Good-bye. Come again sometime.

Frank: It is nearly time for our lunch. I am hungry. Shall we go now?

Albert: Yes, Frank, we have had very good business this morning, so we can buy a good lunch today.

Frank hangs up sign "Closed for Lunch." Both boys bow. Curtain.

* * *

Vachel Lindsay

NANCY YERKES, *Los Angeles*

BLOW free, you broad Atlantic,
Blow wide and fair and free,
For Brave Heart mounts the west wind
And I know he rides to thee.

Riding down the west wind,
Awake the glorious sun,
Beauty's own reflection
Of the day that's never done.

It's lonely on the prairie;
It's drear in Lincoln town;
But when the old call sounded
His youth went riding down.

Down to that gray old mother,
Fires dreaming in his eye,
The rugged, rousing singer—
To cheer—or make her sigh.

Her fingers toss the tawny locks
From off the eager brow;
Her salt breath clears the burning eye—
Surging his song with her surge now!

There o'er his broad Atlantic,
Shouting those deep-voiced tunes,
Chanting the old sweet chanties
Our poet singer croons.

*There today you shall find him,
And there forever and aye,
Singing the songs she taught him
To the sea and the sky and the spray.*

* * *

Musical West. "Music and the Dance," is the leading music journal of Western United States. It is published monthly and is now in its ninth year. The editor is **Mildred Knapp Shipman**.

The journal has numerous correspondents in western cities from Seattle to Los Angeles and Salt Lake City.

Musical West is a valuable news-journal and is of special interest to all California teachers of music, dancing and related arts.

The Child and the Dollar

MAJOR GEORGE W. BRADEN, *Western Representative,
National Recreation Association, Pasadena.*

WHETHER Portland children shall do their swimming in clean pools and under careful supervision at the schools, or swim in the polluted Willamette river, is something of an issue in Portland."

Thus begins the first paragraph of an editorial in the Portland Journal, protesting the action of the Portland tax supervising commission in cutting from the school budget "\$10,000 for maintenance and care of pools."

Recently in a California City the mayor and city council passed a resolution eliminating the local supervised playground budget as a **non-essential** which could be dispensed with because of some needed reduction in the 1932 budget.

General public protest, vigorous newspaper editorials, and resolutions by a score of civic groups, caused the sincere but misguided officials to reconsider and to "keep the gates of the playgrounds" wide open through 1932.

Incidentally, the playgrounds of this city have an annual attendance of more than 300,000 and serve nearly 2000 children. Two centers serve more than 200 underprivileged children per day.

"Money for cat and dog shows but none for the kids" was the blunt way a civic-service leader put it recently, when he was told by a man of wealth that all preventive humanitarian service should be given a "one year moratorium" because of the increased amounts needed for unemployment relief. This worker, by the way, is one of the sponsors of the campaign for expansion of public recreation outlays in aid of unemployment, a campaign which through the last 18 months has aided in making available in the western division more than \$9,360,000 for this worthy purpose.

Nothing is gained by minimizing the depres-

Swimming pools, playgrounds, libraries, athletic fields are all integral parts of the progressive community's program of child welfare.

sion, nor "ducking" the problems entailed by it, but those who are preaching that "all welfare funds should be used for **relief only**" are blind to the social disaster which would follow the practical application of such a plan.

This is the time when the children of the Nation need added care and protection by public and private humanitarian service institutions.

"Dad is away trying to find work—mother for the first time is away from home, doing odd jobs to keep the family together."

Bill and Mary are spending added hours per day "at large in the community" and may become delinquent unless the normal hunger for play and recreation is cared for by the kindly and skilled play-leader at the neighborhood recreation-center or character-conserving institution.—(Turn to Page 47)



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COLLEGE TENTS

Friendly Trails

Inspired by a moonlight trip to Switzer's Camp

ROSE MAY RICHARDS

Theodore Roosevelt School, Glendale

BBROAD roads some hearts may satisfy,
But dreams of trails no gold can buy.
The friendly trails where road expires,
Just full of lure as one desires.
The trail now climbs the steepest hill,
Close by the trickle of the rill,
Care free, thought free, heart free, alone;
On top the world, arms out, windblown.

The bearlike stump beside the trail
Knows nothing of the hearts that quail;
But then what need is there to fear
With proud Orion standing near.
His sword that rests upon the hill,
Would fainting heart with trust instil,
While up above among the trees
Play peek-a-boo the Pleiades.

The moonlight patterns on the ground,
Who knows but fairies left them 'round.
They do their work at night 'tis said,
And hie away when skies turn red.
All pleasant things must have an end
So back to duty ways must wend.
Oh God, so near us on the hill
Depart not now, be with us still.

* * *

Rugg Social Science Series

ALL California teachers of social sciences should intimately familiarize themselves with the Rugg social science course of 6 volumes, published by **Ginn & Company**.

The fundamental idea of this course is that the social sciences can be most effectively taught through assimilative reading and well-directed and organized pupil activities.

A particularly noteworthy feature of the course is the vividness, sparkle, and speed of the narrative, with its extensive use of the dramatic episode.

The pupil's interest is swept from page to page. He learns with a new readiness. He develops a new attitude toward school work.

The series is characterized by an honest and intelligible presentation of all important contemporary problems (immigration, unemployment, world trade, crime, growth of corporations, the new Russia—to cite only a few). Each is presented with the historical perspective that

understanding demands, and without bias and prejudice.

Also notable is the extensive experimentation back of the Rugg course, including nine years of investigational work and use of the Rugg social science pamphlets in three editions in 375 school systems.

The material of the books is that of the pamphlets, re-organized, simplified in vocabulary, and enriched by a vast amount of illustrative material (maps, pictures, graphs, cartoons) that sets a new standard in appeal and effectiveness.

* * *

Making This a Better World

Some time ago I held a teachers' meeting to discuss the responsibility of the teacher for the moral and spiritual development of the child. The central idea developed was that the chief aim of the teacher should be to develop responsible citizens, capable of taking their places in the community and to make it a better place in which to live.

The next day Mrs. Ross Strevia, a 1B teacher, brought me the enclosed poem. She is just that type of teacher. I think the poem would be an inspiration to other teachers. Very truly yours,
G. R. McINTIRE, District Superintendent, Brawley.

My Prayer

OH, God in heaven, may I this day
With a clasp of the hand, or in some sweet way
Breathe into these souls, from Thee on high
Thy spirit of love that can never die.

Oh, God in heaven, may I this day
With a gleam of the eye, or in some other way
Bring to these upturned faces I see
That joy and peace that comes from Thee.

Oh, God in heaven, may I this day
With a smile on my lips, or a word I may say
To each little heart, with tenderness fraught,
Teach the great lessons that Thou hast taught.

* * *

Leonard I. Bartlett, instructor of journalism, Modesto junior college, reports a conference recently held there for the purpose of bringing high schools and junior college into more effective co-ordination. Thirteen high school principals and representatives of the junior college, state department of education, universities, and others, made up the group. A second regional council of this sort was held in March.

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physics text book achieves a
new simplicity and interest*

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If you are considering a change of text, consider this unusual new book.

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Books for Teachers and other Current Literature » »

Teachers are invited to contribute brief notes concerning literature that has been helpful to them.



A Metropolitan Report

A NNUAL Report of the San Francisco public schools for 1931 is a large bulletin of 100 pages, well-illustrated and with extensive statistical tables.

Of special importance is a section which interprets the statistical and financial reports so that they can be easily understood by the average citizen, parent and taxpayer.

There are interesting sections dealing with each of the main divisions of the school system. The entire report breathes the spirit of the best modern educational idealism in terms of practical accomplishments and of the needs of today. Superintendent Joseph Marr Gwinn and his associates merit high praise for the record of progress which this volume epitomizes.

As an example of the many fine features of the report which might be discussed at length

the following excerpts on physical education may be given:

A definite sign of the progress made in physical education is the fact that the average per cent of underweight pupils during the past 8 years had decreased from 33 to 8.7.

Enrollment at the 18 school corrective-centers and the two Saturday-morning corrective-centers totaled 1918 for the year. The Saturday-morning work is under the supervision of an orthopedic physician of the board of health.

A voluntary course in folk-dancing was instituted for elementary teachers, under the direction of the assistant supervisors of physical education. This course was largely attended.

Many elementary school boys learned to swim during the year in free lessons at the central Y. M. C. A.

An increase in attendance was noted at the fourth annual play day of the junior high school girls. The attendance exceeded 1600.

Six new gymnasiums were equipped and put in use—two each at Roosevelt, Presidio and Francisco junior high schools.

The assistant supervisors in the department again assisted the committee on the courses of study in physical education with suggestions and supplied technical information concerning games, exercises, and folk-dances.

During the year several play-days were held by high school girls, most of them for the first time.

Intramural and after-school physical activities increased generally in all grades.

SAN FRANCISCO public schools are moving ahead with splendid vigor under wise, patient, and highly-competent leadership.

• • •

The American High School Journal (a publication for contributions of high school students) brought out its initial number in February, 1932. **Ralph Boyer**, the editor and publisher, states that the journal offers a unique opportunity to high school students throughout the country to print their own creative writings.

The journal will go a long way to prove to the public that high school students are serious minded, that they have a wholesome attitude toward life, and that they have real ability and genius in giving forceful expression to their thinking. The journal will prove a real stimulus to serious creative effort in American high schools.

California high school people who are interested may address him at the **American High School Journal**, 701 19th Street N. W., Washington, D. C.



Dr. Joseph Marr Gwinn, Superintendent of Schools, City and County of San Francisco.

The Child and the Dollar

(Continued from Page 42)

SOME clippings in front of me would seem to refute the claim that there is no money available for youth service organizations.

"The gate was \$27,000 and 60% went to 'X,' the winner, who knocked out 'B' in the fifth round."

"Between June 30, 1930, and June 30, 1931, the number of privately owned seagoing yachts in the United States increased from 3315 to 3582 or 8%."

"In 1931 Americans consumed 500 cups of coffee per capita as against 300 the year before."

"Net earning of the ———— Tobacco Company for 1931 established a new high record totaling \$36,396,816 or \$3.63 per share."

Here are the amazing facts! "Mutual Savings bank deposits on January 1 passed the ten billion mark for the first time in century long history of such institutions—\$10,030,014,385. The increase during 1931 was \$565,281,893. Depositors now total 12,389,691—a new record."

"California has long stood out as one of the best fields for life insurance sales in the United States. It again held this distinction in 1931. The life insurance sales research bureau reports that at the end of 1931, the companies which are included in its surveys had \$439,982,000 of new ordinary paid-for business in force in California. This represents an increase of approximately \$23,000,000 over 1930, which was the boom year in the life insurance business."

Yes, times are hard. This has been a real economic depression—but there is still a little money left in the "sock" for protecting our children.

* * *

The following new Scribner books received for review include: (1) **The First Three Hundred Years in America**—Clark - Gordy; 436 pages; illustrated; \$1.20.

The March of Civilization. Modern World, by Jesse E. Wrench; 486 pages; illustrated.

Socialized History of the United States. Van Nest and Smith; 690 pages; illustrated; \$1.72.

The United States of America. A history by Thomas Jefferson Wertenbacher and Donald E. Smith; 712 pages; illustrations and maps; \$2.00.

* * *

Pathfinders by Land and Sea. This interesting reader comprises ten stories of great explorers—simply and vividly told and effectively illustrated with many pictures, well-drawn maps, and full color pages.

It is a book to attract and hold the interest of fourth-grade pupils and develop their love of history, which is what matters most at the beginning of their study.

The author is Elmer Green; the publisher, **World Book Company**; the price is 72c.

A kind of arithmetic
in which pupils
have an interest

Modern-School Arithmetic

CLARK-OTIS-HATTON

THIS series gives pupils a new, stimulating viewpoint on the study of arithmetic.

Child activities and experiences form the background of problem situations and give purpose to study. Even those things that must be taught to meet more remote needs of later life are personalized by skilfully relating them to children's present interests.

A fourth grader, seeing one of the beautiful colored illustrations, asked, "Can that picture be talking about arithmetic?" Here was a new outlook on what arithmetic meant to him.

Send for detailed analysis
of the series



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Education for Our New World

DR. HAROLD RUGG, of Teachers College, Columbia University, nationally known as author of the Rugg social science series, was recently in San Francisco on his way to the Orient, where he is conducting educational investigations.

At a luncheon in his honor, under the auspices of the San Francisco state teachers college, Dr. Rugg made a noteworthy address on the re-organization of education to meet the needs of modern life, which was reported, in part, as follows:

WE need to bring up a generation of young people who are not only literate and informed, but are able to think intelligently about the modern world. So far we have never launched an experiment in scientific thinking.

From kindergarten to college we should be confronting young people with questions and problems. Pupils should have an open-minded, questioning attitude.

The high school boy who was overheard saying to his companion, "Your point is well taken, John, but what is your authority?" had the attitude for which we should be striving.

In other words, the concept of this new course is a mind that questions.

Our old methods assumed that increased power of generalizing would come from the learning of increasingly-difficult generalizations. This belief is fallacious.

We know now that young people grow in the power of generalization only as they steadily accumulate a wider and wider background of meaning, and practice continually in drawing more and more complicated generalizations.

The first aspect of this new course is that it is built out of modern life. Another aspect, which has not been stressed, is how to teach

individuals, on one hand, to live in this industrial civilization and at the same time teach him that he is a creative individual who must reconstruct it. For help here we must turn to the creative artist. The problem is to keep this civilization going and at the same time rebuild it.

The creative artist is the most outstanding development of the classroom since 1915. Painting, draw-

ing, singing, dancing, creative writing, all call for artists who understand children and are sensitive to the artistry and creative capacity of childhood. "Poetry cannot be summoned, it must be permitted."

We are standing at the beginning of a new age. The time is ripe for educators to make a great educational pronouncement: "Unthinking, selfish, competitive political control is over, if leaders in education will train tolerant, thinking citizens."

Two things are necessary in our modern civilization. First, embrace the attitude of science and apply it to distribution of wealth, government, and the problems of living together. Second, embrace the attitude of the artist, making an adventure in beauty an integral part of life.

* * *

The World We Live In and how it came to be, is a picture outline of Man's progress by Gertrude Hartman, published by the Macmillan Company; \$5.00. Gertrude Hartman is widely known as an experienced teacher and editor of the Progressive Education magazine.

This survey of world history begins with the origin of our planet and comes down to our times. It embodies the best modern educational thought and excellent literary style.

* * *

Common Pests by Rennie W. Doane, professor of zoology, Stanford University, gives the essential facts concerning the more common pests that directly affect man. The volume is published by Charles C. Thomas, Springfield, Illinois, is beautifully illustrated; \$4.00. Mr. Thomas publishes numerous interesting volumes concerning nature study, entomology, plant and animal life.

* * *

Tapestries

GRACE PARSONS HARMON, *Los Angeles*

WE weavers, all! On wond'rous looms
The warp is true and firm.
Some snatch the tinsel—madly thread—
The rarer colors spurn.

The blazonry of scarlet palls,
In motif wild, bizarre,—
Faith, hope and joy are woven well
Where His deep colors are.

When I must ply the darker strands,
I'll trace strong trees and high,—
Then I can use Life's rose and gold
To weave the endless sky!



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VOCATIONAL EDUCATION: C. C. Grover, assistant director of Research of the Oakland (California) Public Schools, Objective Examinations, Counseling, and Supervision; Dean Ella E. Wilson, Franklin High School, Portland, Oregon, Courses for Advisers or Deans of High Schools for Girls; Professor C. W. Salser, Vocational Guidance and Occupational Information; Professor E. W. Warrington, Character Education. Extra-Curricular Activities, Testing, and Mental Measurements, Mental Hygiene, Remedial Teaching, and Statistics, strong resident staff under the direction of Dean J. R. Jewell.

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COMMERCE: With Dr. H. V. Hoyt, recently appointed Dean of the School of Commerce, heading the program, the School of Commerce offers work in all departments including Methods in Stenography by Mrs. Minnie DeMotte Frick, author of "Analytical Lessons in Gregg Shorthand," and Teachers Course in Bookkeeping by Professor L. C. Ball.

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Current Issues in Education

Excerpts from an address by Arthur Gould before the C. T. A. Southern Section Council, Los Angeles.

WE have been picked to come to these meetings and consider the basic things pertaining to the education program in California.

We are responsible for a tremendous program. We have in charge the spending of millions of dollars of money in this great area of our state.

There are many troublesome matters disturbing people these days. It is a serious time and we must take it seriously.

We must not think that going through routine business here is all of our responsibilities. We must go back to our communities able to throw some light on the whole situation. That light will come gradually as we study the present situation.

There is a tremendous amount of hysteria around. Anything that touches the pocketbook of an individual or a community is extremely fundamental to that individual or community. This is a time when we teachers should be free from hysteria. We should keep our minds clear. We should be doing things sanely and clearly. We must keep our balance.

Economies must come in education. We who are in the midst of the education business must face this situation just as much as boards of education who are pressed by taxpayers to reduce expenses. We must be in a position to indicate lines in which economies can be effected. We know, on the other hand, that after a time there comes a point in the curtailment of education beyond which we cannot go safely. This point we should make clear to the public.

Much of the pressure to reduce taxes comes, *not from the small property-owner*, but from the few who represent heavy vested interests.

There has been no way for the small property-owners to become vocal. I do not know whether we have any means at our command to help this group to express itself.

It would be a wonderful thing, however, if that large group of representative, middle-class could tell all the people of California, what the schools are doing, have done, and will do for their children.

We have the problem of tenure before us and many other problems. This is a pre-legislative year. A pre-legislative year is more important in many ways than the legislative year itself.

If we are to have a state-wide education program, it must be developed this year sanely and carefully. This section of the association will have its share in developing that program.

ALL sections of California Teachers Association should make up their minds to work through the state association. We should co-operate in every way we can to help the state association to develop its legislative program.

We must keep together and work together in this whole problem. The situation is a unit. If three or four communities "go wild" on any one point, other communities will follow.

If I have any vital word to leave with you it is that we keep smiling. Throughout the year there are going to be many very serious problems for us to face, but through it all we must keep optimistic. That will solve more problems than any other one thing. So let us be cheerful and help others to be cheerful.

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Los Angeles Book Breakfasts

MARJORIE VAN DEUSEN, *Librarian,
Belmont High School, Los Angeles*

SCHOOL library book breakfasts in Los Angeles are no longer a venture, but, having passed their first anniversary, they may be regarded as a delightful and established custom.

The idea, plus the enthusiasm and planning necessary to bring it to reality, originated with Ella S. Morgan, chairman of the Book Committee of the California School Library Association, Southern Section.

The first Saturday of each month, during the school year, a group of 40 or more school librarians from Los Angeles and neighboring towns gather at a 9 o'clock breakfast to discuss and evaluate books. From the first, the Los Angeles Public Library has been a cordial host. Breakfast is served at a nominal price in the library cafeteria on the third floor. The colorful round tables are drawn into a big circle. As soon as the librarians are seated the reviews begin.

The success of the book breakfasts has been due first of all to the chairman's fine leadership and to the work of her committee; second, to the genuine pleasure that librarians are bound to have when they get together in a congenial atmosphere to talk books; and third, to the splendid co-operation of the public library and of publishers and book-dealers.

In the public library the readers adviser, Dorothy Newton, and, later, Emily Kemp, has been an active member of the committee and has brought difficult things to pass. The good will of the public library has found many other ways of expression.

Vroman's Book Store in Pasadena has given encouragement and unlimited help from the start; new books are borrowed by the committee from the store, put in temporary wrappers, loaned to readers, and returned to the store "as new" at the end of the month, with a minimum of red tape and no expense.

The Macmillan Company, through its Los Angeles display rooms, gives a similar service.

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EQUIPMENT

STOCKTON, CALIFORNIA — SYRACUSE, N. Y.

Several of the leading eastern publishers are co-operating by sending books for review with the privilege of return, the publishers paying the transportation charges.

The personnel of the club varies month by month. Although called a club, there is no membership list, no constitution, no obligation to attend, and no dues. All school librarians are welcome to come and so are teachers. Librarians come not only from Los Angeles but also from a dozen communities roundabout.

However, it is the committee that is most faithful in attendance and that makes the wheels go round. There is careful organization here.

One sub-committee is responsible for choosing, from such sources as the Publisher's Weekly and literary reviews, the titles that sound promising and worth consideration.

Another group, the book-supply committee, borrows as many of these as possible from book-dealers and publishers and brings them to the breakfast to loan to readers. After each breakfast the books loaned the month before are gathered in and returned to their sources.

By Monday or Tuesday of the week of the breakfast, all those who are going to review books that week notify the chairman so that she can make out the mimeographed list for the meeting. A reviewer is not limited to books furnished by the book committee but may report on any new book she has read which she thinks would be of school library interest.

Annotated lists of the books reviewed are later published in the Bulletin of the C. S. L. A., Southern Section.

The climax of the year last summer was the breakfast at the Women's Athletic Club given by the C. S. L. A. under the book committee's leadership, to the leaders of the National Education Association. The breakfast had to be held at the early hour of 7:30 to avoid conflict with the regular sessions of the N. E. A., but that proved to be the loveliest part of a sultry day and nearly 200 people sat at the pansy-laden tables. Distinguished authors and educators spoke informally of their own adventures in the world of books.

That was a gala occasion. Ten months of the year this is a working group with one definite purpose, to know books better at first hand for the sake of wiser purchase and of more intelligent and helpful guidance of children's reading.

* * *

Additional Butte county schools, whose teachers are enrolled 100% in C. T. A. for 1932, are,—East Side (Oroville); Rio Bonito; De Sabla.—J. E. Partridge, county superintendent.

Have You Decided on San Jose State?

A "Summer Session"—second to none—which offers you—

- complete set of required courses for Supervision and Administration credits
- cool, bay breezes throughout summer
- exceptional classroom exhibits from schools in 16 counties
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- worthwhile conferences on teaching problems
- State Redwood Park (Big Basin), 33 miles
- Mt. Hamilton and Lick Observatory, 27 miles



June 27 to August 5 Write Registrar

SAN JOSE STATE TEACHERS COLLEGE

On Monday, March 7, the Native Daughters Parlor of Tehama county paid a signal honor to **J. D. Sweeney**, superintendent of Red Bluff public schools. Red Bluff Parlor of Native Daughters of the Golden West secured a tree and planted it on the school-grounds of the county seat, in honor of Superintendent Sweeney.

In commenting upon the fact the Red Bluff papers told of the long and faithful service of the superintendent in his effort, not only to give to the boys and girls of Tehama county a fine education, but also to inspire within them a love for the history and traditions of the section in which they reside.

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On March 7, Luther Burbank's birthday, the Fresno city school children dedicated a grove of over 600 trees to the memory of George Washington. The program was broadcast to the local schools over the Fresno Bee radio station.

O. S. Hubbard, superintendent of Fresno public schools, presided. The grove was presented to the city by S. B. Leas, president of the board of education, and accepted by Mayor Z. S. Leymel.

.

Harley W. Lyon, principal of the Longfellow school, Pasadena, is president of the **California Elementary School Principals Association, Southern Section**. The other officers are: William Scalapino, vice-president, Garfield school, Santa Barbara; Mrs. Gertrude G. Howard, secretary, Intermediate school, Inglewood; Roby T. Elwood, treasurer, Garfield school, Alhambra.




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First Session, June 17 to July 29 (6 units)
Second Session, July 29 to September 2 (6 units)

Olympic Games will take place July 30 to August 14



Financing the Public Schools

To the members of the Bay Section Council:

As you all know, there is a widespread agitation in the state for tax reduction. Unfortunately, in the minds of a great many people there seems to be the conviction that the schools are responsible for the burden of taxation.

That being the case, the schools are being singled out as the target in the tax-reducing campaign. Since 70% or more of the average budget is spent for teachers salaries, salary reduction is the method most commonly suggested.

To stem this tide of hysteria, it will be necessary for the school people in every community in the state to meet the situation fairly and squarely. The facts are that the schools are a relatively small part of the tax burden of the state.

As was shown by Superintendent Bradley in the March issue of Sierra Educational News, the schools got only 17% of the total taxes in this state last year.

The schools do not get even half of the direct property taxes raised in most communities, as an analysis of the tax receipts will show.

The members of this committee have gathered the following illustrative material to prove this point. A hundred dollars paid in taxes in the following communities was distributed as follows:

Town	City government	County and special	Schools (all purposes)
San Jose.....	\$31.14	\$20.07	\$48.75
Lodi	22.18	31.14	46.67
Modesto	29.90	40.80	29.30
Turlock	30.63	32.12	37.25
Centerville	-----	52.70	47.30

By removing the dollar sign and adding the per cent sign to the above figures, you will have the per cent each item is of the total.

AS teachers, we must not fail to point out that the school tax-dollar is a dollar invested at compound interest in more efficient and happier boys and girls. This investment pays dividends in present satisfaction as well as in future progress and security.

Whatever we want for our state and nation in the next generation must be included in the

educational program of the present day. There is extreme danger to the efficiency of the schools from the attacks being made.

Before any radical action is taken, trustees, parents and teachers should get together and study their school expenditures very carefully.

If it is found that reductions are imperative, they should be made where the least harm will be done to the future education of the children.

Committee on Financing Education—William P. Cramble, O. C. Hadley, Camilla Heald, Henry Kunz, George H. Learned, S. W. McConnell, Albert J. Rathbone, George M. Wilhelmy, John R. Williams, Will E. Wiley, chairman.

...

The recent dedication of Harper Hall as the central library and administration building of Claremont Colleges is another important step in the development of a group of colleges at Claremont. This undertaking, which preserves the residential character and charm of the individual institution and at the same time assures the advantages of group facilities, has made notable progress since its organization in 1925. The dedication of Mabel Shaw Bridges Music Auditorium, one of the great concert halls of the United States, was another step.

In Harper Hall, the first building on the central campus, provision is made for the central library and central business office, the administration offices of Claremont Colleges, and important work in the graduate school.

...

Kindergarten-Primary Association, Bay Section

ADINNER of the executive board of the Bay Section of the California Kindergarten-Primary Association was held March 8, at the Berkeley Women's City Club.

Announcement of committee chairmen was made as follows: **Esther Aase**, San Francisco, chairman of the membership and extension committee; **Sally Estes**, Oakland, chairman of the revision of the constitution; **Mrs. Marjory Davies**, Berkeley, chairman of the publicity committee.

It was announced that the Oakland Kindergarten-Primary Association will entertain the Bay Section at their annual spring luncheon, to be held May 23. The luncheon is to be in the nature of a colonial affair, with colonial costumes, songs and tableaux.

The officers of the Bay Section are: **Mrs. Edith Austin**, Berkeley, president; **Genevieve Nicholson**, Alameda, vice-president; **Norma Britton**, Oakland, secretary; **Marian Finger**, San Francisco, treasurer.



Classroom Teachers Are Studied

BELMONT FARLEY, *Washington, D. C.*

MORE than 98 per cent of nearly 1500 cities now demand at least **four years of higher education** of their newly-appointed teachers in senior high schools.

58 per cent of nearly 1500 cities give preference to **local residents** in considering applications for teaching positions.

47 per cent of nearly 1500 cities require **no experience** of teachers for appointment to senior high school positions.

This information is obtained from the January, 1932, Research Bulletin of the National Education Association.

This bulletin, devoted chiefly to selection and appointment of teachers, is entitled Administrative Practices Affecting Classroom Teachers. It may be obtained for 25 cents from the Research Division of the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

* * *

University of Southern California

SUGGESTING a combined program of education and entertainment during vacation months, the 27th annual summer school of the University of Southern California includes two equal terms, namely: June 17-July 29; July 29-September 2.

Summer study, a high school principals conference, conventions, institutes, special lectures, the Olympic Games, museum visits, outdoor musical programs, social and recreational activity, and excursions through the colorful Southwest are announced by Dean Lester B. Rogers, in a balanced program possible only through the advantageous location of the Trojan institution directly adjacent to Olympic Park in Los Angeles.

Bringing scholastic scope and variety of viewpoint to the academic program, 71 visiting faculty members from 17 states have been appointed for the 1932 summer term. Inclusion of Gilmore Brown, director of the Pasadena Community Playhouse, Paul Starrett Sample, artist of repute, Michio Ito, well-known director of aesthetic dancing, and eminent guest-professors from Yale, Harvard, Columbia, Northwestern, Stanford, the University of Munich, and other institutions of equal rank promise a summer of especial interest and value.

A special two-weeks conference for high school principals which is to open June 20 and close July 1 will be lead by Dr. Nicholas Riccardi, chief of the State Division of Secondary Education, and Dr. Frederick J. Weersing of the school of education of the University of Southern California.

* * *

Younger Poets is an anthology of American secondary-school verse, edited by Nellie B. Sergeant of a New York city high school. It comprises 450 pages, is published by D. Appleton and Company, and is dedicated to the youth of today.

It strikingly illustrates the remarkably fine poetry which is being created by our young people. California is well-represented in the collection.

A Summer You'll Never Forget!

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IT'S always cool at the Arizona State Teachers College in Flagstaff . . . 7000 feet above the level of the sea.

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The Grand Canyon, the Petrified Forest, Painted Desert, Rainbow Arch, Kaibab Forest, Oak Creek Canyon, Navajo Land, the Zuni Villages . . . a chain of beautiful mountain lakes . . . mesa . . . desert . . . All within easy motoring distance of the college campus!

What other college could serve as your headquarters while you see ancient pueblos and cliff dwellings, the snake dance, the largest deer herd in America . . . While you hunt, fish, hike, explore mountain and forest?

WRITE—For Illustrated Summer Catalog and for room Reservations in Dormitories.

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Arizona State Teachers College
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TWO TERMS:

June 6-July 8 . . July 11-Aug. 12

Attractively-Dressed Teachers Are Better!

LOUISE PINKNEY SOOY, *Associate Professor of Art and Chairman of the Department at University of California at Los Angeles*

Photos by Gene Willson Ross

SUITABILITY in clothes is essential if one would be smartly dressed, yet how dull an idea it is! School clothes for school, evening clothes for evening; one might expect this to be understood without comment. In cases as evident as these the fitness of one's dress is apparent, but the question has more subtle phases which are not so universally exemplified.

In discussing the teacher's wardrobe, school clothes are extremely important. The greater part of the teacher's life is spent in the classroom. It is only natural that the larger share of her dress allowance should be devoted to smart, interesting, becoming clothes for this occasion.

There is plenty of room for debate as to the exact placing of the schoolroom in the light of all possible "occasions." Is it the teacher's boudoir, or is it a factory designed only for work? Between these two extremes lie all the various interpretations.

The Kindergarten Teacher

To one teacher the schoolroom is her personal home. She dresses for it and decorates it as if her tastes alone were concerned; she wears rather intimate or ornate dresses, has ruffled curtains at the windows, nicknacks and photographs clutter her desk.

Her opposite displays no such signs of feminine weakness. She uses no curtains; the bare walls, glaring windows and rigid chairs and desks create her setting. In this she wears a neutral-colored uniform, the smock.

One realizes that the kindergarten teacher must, to a

degree, create for her children the intimacy of the home, its friendliness, its cheer, its informality. It seems quite right that such a teacher might wear clothes of decidedly informal mood, gingham dresses if she is demure; pique if she is jaunty; gay, soft silks if she is gracious; all made with easy lines and informal style.

There is no name for such a dress. It might vary from gingham of almost house-dress spirit, to the nonchalant sleeveless sport dress, the embroidered Russian tunic, the gay, printed silk. Any style would be suitable providing it were becoming, cheerful and not too "dressy."

The Elementary Classroom Teacher

To expect children and teacher to spend so many hours of so many years in ugly rooms whose only merit is cleanliness and order, is to ignore much valuable educational material and to inhibit the child's natural desire for beauty in his surroundings.

Many teachers turn to this clean-swept room in protest against the "boudoir" type, with its abundance of trivial and tawdry ornamentation.

POSSIBLY the studio idea could be fittingly applied to the elementary school classroom. In such a room it is possible to combine ideal working conditions with sufficient beauty.

In the studio the teacher might sacrifice her own ego to some extent and don a smart uniform—perhaps a well-cut smock of beautiful and becoming color. Any type of dress which allows freedom, and is reasonably natural in cut (eliminating choker collars, trailing skirts.



Informal dress for the room where it is appropriate.

flowing sleeves, deep cape collars, etc., etc.), any dress of the style we generally call "sports" would carry the suggestion of efficiency combined with beauty.

We so often hear that the teacher is only the "chairman of the committee," and not the entire performance. Let her then subordinate her personality to the good of all! Let Doty Dimple limit her ruffles, let Guinivere De Lain relegate her velvets and laces to other hours of the day. The occasion and its demands takes precedence over all other considerations in matters of dress. Slight differences suggesting individual characteristics are, of course, both permissible and entertaining.

But for the teacher to use a public meeting place, such as the schoolroom, for a background against which she costumes her own emotional drama, is rather overdoing it.

The High School Teacher

There is one teacher whose clothes must be super-perfect, for she lives constantly under the most exacting student criticism. This is the high school teacher.

Her case is very different from that of the teacher of younger children. She is not so intimately related to her pupils. She does not live with them nor make a home for them. Here the relation of student and teacher has become rather impersonal. Such a teacher may wear what any efficient professional woman would consider appropriate.

The general criticism of the clothing of our profession is its inefficacy. It carries out no program; it creates no effect; as a covering it functions; as art it is almost negligible.

Here is the occasion and opportunity for smart dresses, the up-to-date dress, the clothes which bear the imprint of the intelligent, alert mind. Turn the pages of the authoritative fashion magazine, and find what the well-dressed professional woman should wear. The pages overflow with smart tailored suits, trim knitted costumes, distinctive dresses of woolsens and heavy silks.

Such dresses, unadorned with the spoils of oriental travels, worn with distinguished accessories, would gain the respect of any high school girl.

HOW critically high school students scrutinize the teacher, and how quick they are to notice each eccentricity, each pet economy, each evidence of insensitiveness to prevailing thought! Perhaps the student would be more easily convinced of the teacher's wisdom in other fields if there were greater proof of her command of this simple, everyday subject.

Money will not guarantee beautifully dressed women. It never has, it never will. This is a common fallacy. Money will never replace the essential element—esthetic discrimination.



More formal clothes for more impersonal situations.

Never forget that the woman with atrocious taste and millions is in a position to create bigger and better crimes against good taste than can the woman limited by a small income!

One of my students recently received a poor grade in "costume appreciation." She came with a new dress, hoping to improve her rating by offering more clothes! Her dress was a red and blue plaid silk, trimmed with a deep lace collar, and with it she intended to wear her brown winter coat and black hat! With all the demonstration and discussion which had taken place in class, she had not yet achieved sufficient understanding to see that a sense of what constitutes **harmony** (not mere clothes) was the aim.

How much better it would have been to have omitted the lace collar and with that money buy a dollar brown, beige, or green beret to suit the brown coat and, in place of the red and blue plaid silk, to have chosen a brown or green jersey dress.

Some sense of **beauty** is the controlling factor.

BEAUTY is the first standard, then, beauty suited to its daily environment. When this is achieved, one is ready to study the possibilities of individual, characteristic clothes.

The office-worker, the saleswoman, the professional woman need little urging to dress well; they realize its value. But the teacher, subject



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JUNE 27-AUGUST 5, 1932

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NOTE: The opening date of Summer Session (June 27) has been set a week later than usual; for the convenience of the many teachers throughout California whose schools do not close till late in the season.

Write at once to have your name placed on our mailing list for the 1932 Summer Catalog

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to few personal contests, often succumbs to the quiet of the backwater.

Our profession is such a large one and such an important one, it behooves us to put an end to misrepresentation. Let us surmount the comic stories associated with our appearances.

Many of the handsome young people of our county enter the teaching - profession each year. They must be intelligent to be admitted.

With youth, beauty and brains surely we can achieve distinction in dress.

I anticipate the day when it will be said, "Who is that distinguished girl?" And the answer will be: "She must be a teacher, one can always tell by their looks!"

* * *

Old Mother Mexico

ROY W. CLOUD

HARRY CARR, feature writer for the Los Angeles Times, is author of "Old Mother Mexico," a recent publication of special interest to California readers. Mr. Carr, using a trip which he made down the west coast of Mexico and across to the capital, has given a large part of the Mexican background of California history in a most readable manner.

His descriptions of cities and people and the parts they have played in the life of our sister republic excites a desire to meet the individuals and see the places which afforded him such fruitful material. There is a real urge to go and see it all.

"Old Mother Mexico" should find a place in school libraries and upon the tables of travelers planning a trip to Mexico.

The illustrations are all the pen and ink work of Louis H. Ruyl. Houghton Mifflin are the publishers.

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California Teachers on Pacific Cruise

RECEPTION plans for the visit of 100 California teachers to Honolulu and the Orient are well under way, according to messages received by the passenger offices of the Dollar Lines.

Reception committees of the Hawaiian tourist bureau, Japan tourist bureau, Hong Kong and Shanghai hotels, and the Philippine tourist association, have already made preliminary plans for the greeting and entertaining of what is termed the "largest group of tourists to visit the Orient."

Leaving San Francisco on June 17, aboard the new electric liner President Hoover, the California teachers will first visit Honolulu.

This "Teachers Oriental Cruise" is being sponsored by the Dollar Steamship Lines, in conjunction with Thomas Cook & Son. Special class fare for this 53-day trip is \$345. Earl W. Huntington of the Dollar Line offices, San Francisco, is handling the details and reservations.

* * *

Information concerning **trans-Pacific educational developments** may be found in an up-to-date collection of materials made by Walter L. Runyan during and since his return from educational work in the Orient.

Visual materials from China have formed the largest bulk of this collection; but this year Hawaii has come to the fore.

Catalogs, articles, and studies of conditions in the Hawaiian Islands and "points west" are useful to teachers contemplating studies of or in the Islands or the Orient.

Considerable time can be saved by writing to this California source, **1553 San Lorenzo Avenue, Berkeley**, as Hawaiian and Oriental addresses take much longer time to reach.

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The Sharkey Oil Bill¹

WILLIAM H. HANLON, *Contra Costa*
County Superintendent of Schools, Martinez

THIS measure is an enactment of the last legislature, signed by the Governor, and held up by referendum. It substitutes legal proration of oil production in California for attempts at voluntary proration.

California, I understand, has twice as much oil production as it can use. We are told that, during the last two years, operators (representing 90% of California's oil lands) have prorated their production, in order that the production be no greater than the consumption. If they could secure 100% co-operation, the Sharkey Act would not be necessary. On account of the determined opposition of operators representing only 10% of California's oil-lands, it became necessary for the oil industry—large and small producers alike—to ask the legislature to adopt this Act.

The Sharkey Act provides for a commission of six members (one of whom is the state oil and gas supervisor, a state official) and the other five of whom are elected, one from each of five oil-districts into which the state is divided by the existing statute. From a study of the measure, I find that this Oil Conservation Commission is a mere fact-finding body. It has no power to make any order which can become operative upon the industry.

It merely finds the facts and submits those facts to the director of natural resources—another state official—and it is this official who has the power under the Act to make these orders operative by giving his consent thereto. In other words, this is industrial self-government, with the veto power retained by the State for the protection of the people.

In the event an operator is not satisfied with the order that has been made, he may ignore the order. Then it is necessary for the director of natural resources to bring an action against him in the Superior Court. This court has the authority to examine into all the facts upon which the order is based, and may set aside, modify, or make a new order, as the facts warrant.

The commission as above is elected by the industry. Every operator in each district has but one vote, regardless of whether he has one acre or ten thousand acres. The independent operators in every district outnumber the so-

called "major companies" by at least five to one, and in some cases, forty to one.

We have been told this Act is calculated to raise the price of gasoline. I have seen figures secured from Oklahoma and Kansas, where legal proration is in effect. We understand that in both these states the price of gasoline (exclusive of the state tax) declined from 15 cents to 10 cents in 1931 as compared with prices of 1930, and notwithstanding a reduction in the daily production of 110,800 barrels. These figures conclusively answer the charge that this bill will increase the price of gasoline to motorists.

The opponents have asserted that, if this Act becomes a law, all wells will be closed down until the great storage of petroleum and petroleum products has been used up. I have been advised that this is an absurd allegation, because it must be based necessarily upon the assumption that the various companies holding oil in storage have an equal amount pro rata, one which anyone familiar with the oil industry knows is not the case.

One company has too much fuel oil; another has too much heavy refining crude, and another has no crude but a huge supply of gasoline, so in order to benefit the one company with the large amount of refinable crude, such an order would put all the other companies not so situated out of business. Aside from this, can you imagine any political officer in California assenting to any order which would close down the oil wells of the state, even for a day?

I understand opponents have also charged that this bill means less "employment." My study of the situation convinces me that the opposite is the case. We are told that over 90% of California's oil lands are now producing only as much oil as can be consumed and this 90% will not have to curtail further. Consequently there can be no reduction in labor.

It should be true, then, as for the other 10%, no reduction in labor will be possible either. It simply means turning down the spigot and bringing their production into line with the rest of the industry.

Furthermore, once this great industry is stabilized and its buying-power restored, there will be a pronounced stimulation all down the line in the many industries related to it, and, consequently, a great stimulation of employment in all such lines of activity.

IN conclusion, I understand that the active opposition to the Sharkey Act at this time, as well as at Sacramento, comes from those companies who **refuse** to prorate.

The California oil industry—the greatest basic industry in California—with its tremendous pay-rolls, and with its tremendous potential buying-power, can and will lead in the return to prosperity, if the people of California will vote "Yes" on Proposition No. 1 on May 3 next.

1. To elucidate the announcement appearing elsewhere in this issue, the above statement is published.

C. T. A. Bay Section Honor Roll

Listed below are additional 100% schools from the Bay Section:

Alameda County	Sonoma County
Markham School,	Bloomfield
Hayward	Dry Creek
Contra Costa County	Fort Ross
Nichols	Geyserville Union
Napa County	Meeker
Capell	Mendocino
Napa:	Oak Grove
Lincoln	Starr
Shurtleff	Santa Rosa High
Soscol	School
Wooden Valley	Stanislaus County
Oakland	Las Palmas School,
Crocker Highlands	Patterson
Herbert Hoover	Rising Sun Joint
Junior High	Waterford
Longfellow	Berkeley
Lowell Junior High	Hawthorne
Stonehurst	Longfellow
San Joaquin County	Oxford
Calla	Thousand Oaks
Chartville	University Elementary
Everett	Whittier
Ray Union	Willard Junior High
Summer Home	San Francisco
Tracy Union High	Ethan Allen
School	Fairmount
Veritas	George Peabody
Solano County	Grant
Benicia Elementary	San Jose
Canright	Horace Mann
Crystal	Longfellow

...

North Coast Honor Roll

100% Membership for 1932
March 14, 1932

Del Norte County	Dobbyn
Lake Earl	Dows Prairie
Mill	Excelsior
Pine Grove	Ferndale
Rowdy Creek	Garberville
Yontocket	Jones Prairie
Humboldt County	Little River
High Schools	Loleta
Arcata	McCann
Eureka Sr.	Mettah
Eureka Jr.	Miranda
Ferndale	Myers
Fortuna	Pepperwood
South Fork	Phillipsville
Eureka City Schools	Scotia
Elementary	Washington
Franklin	Mendocino County
Jefferson	High Schools
Lafayette	Fort Bragg Sr.
Lincoln	Fort Bragg Jr.
Marshall	Hopland
Washington	Mendocino
County Elementary	Point Arena
Arcata	Potter Valley
Banner	Round Valley
Blue Lake	Willits
Bull Creek	Leggett Valley
Cuddeback Union	Elementary
Cutten	Bear Harbor

Bridgeport	Piercy
Brush Creek	Pine Mountain
Caspar	Potter Valley Union
Comptche	Red Hill
Con Creek	Reservation
Coyote	Riverside
East Mendocino	River Union
Farley	Round Valley Union
Fort Bragg Union	Rowena
Galloway	Ryan Creek
Gaskill	Sawyers
Hansen	Signal
Hawley	Spring Grove
Hearst	Tunnel
Hopland Union	Two Rivers
Independence	Ukiah
Indian Creek	Westport
Jackson	Whitcomb
Kalsen	Willits
Leggett Valley	Woods
Lima	Yorkville
Little River	Reservation
Lombardy	Emergency
Long Valley	Trinity County
Mendocino	Elementary Schools
Mitchell Creek	Burnt Ranch
McNear	Hetten Valley
Nokomis	Hoaglin
Noyo	Trinity Center
Occidental	Zenia
Pepperwood	

...

Los Angeles Art Convention

MORE intelligence in buying, and finer appreciation in design, in decoration, in dress and in dramatic arts, are some of the problems considered at the eighth annual convention of the Pacific Arts Association. Teachers, artists and business people from seven states gather in Los Angeles, with their principal headquarters at Olympic Park.

A comprehensive exhibit of the work of students of colleges, art schools, and public schools of these states collected for the occasion, and is open to the public during the week of the sessions, April 7-9.

Representatives of the educational, industrial, and professional fields are on the convention program. The emphasis of the meetings is on art, music, drama and dancing.

Sessions occur at the art museum in Olympic Park, at Westwood Village and the University of California at Los Angeles, Chouinard Art School, and other functions at Bullock's Wilshire, the Women's Athletic Club, and in picturesque Olvera Street. A California state conference on art is part of the program this year.

...

The Nature Lover's Knapsack edited by Edwin Osgood Grover, professor of books, Rollins College, Florida, is a good traveling companion for every lover of the open road. It is a compact little volume of 250 poems, by 150 authors; published by **Thomas Y. Crowell Company**; \$2.50.

The Tenth Olympiad

A Unit of Work

MISS H. MARIAN ASPEN, *Principal,*
Central School, Baldwin Park

TEACHERS should not find it difficult to motivate a unit of work on the Olympics for there are posters, pictures, advertisements, radio, and newspaper stories everywhere.

If a poster depicting the Grecian discus-thrower, or any other attractive poster, be placed conspicuously in a school-room, some pupil will surely ask "What does Olympiad mean?"

Then: "Let us look in the dictionary." "It means the four years between the Olympics, doesn't it?"

More questions should follow and the interest will surely develop. Our teachers believe that every child in our school should know the origin of the Olympic games before next summer.

The sixth grade is perhaps the logical grade for this unit, because its curriculum stresses what the old world gave the new. But this year every grade should make at least a short study of it. The myths and legends of ancient Greece have always held interest for children. So also will the life of the Spartan or Athenian boy, reared under tutelage of the state, toward the ideal,—a perfect physical body and honor as a citizen.

Fine physical development is an ideal of the modern school as it was of the ancient Greeks



So, we find that citizenship as well as athletics be-

comes the theme, for those who entered the Grecian Olympic contests must have untarnished reputations and personal honor. The judges took oath to judge fairly and the contestants to compete fairly.

The effect of the ancient Olympics was seen in the Golden Age; inspiration to Greek sculptors and artists whose work has been considered ever since the perfection of grace and beauty. So art is easily integrated into this unit,

with clay modeling, painting, and a study of the lovely art of the time.

One of our teachers carrying out this activity has a large graph on the wall, representing the modern Olympic events. As the pupils report victory in the events these are tabulated. A bulletin-board shows pictures of the contestants, news items, etc.

I have made out a bibliography on this unit of work, which may be useful to other teachers. Some of these books are intended for the teachers own background, but most of them can be enjoyed by the students.

Bibliography

- Abbott**—History of Greece, Vol. I.
Andrews—The Story of Cleon the Greek Boy who ran at the Olympic games (in her "Ten Boys").
Betten—The Ancient World.
Balkin—Ancient Greece.
Blummer—Home Life of the Ancient Greeks.
Brown—Greece, Old and New.
Bulfinch—The Golden Age of Myth and Legend.
Clark—The Early Story of Mankind.
Coffman—Child's Story of the Human Race.
Cowles—Our Little Spartan Cousin of Long Ago.
Davis—A Day in Old Athens.
Diehl—Excursions in Greece.
Erleigh—In the Beginning.
Gardner—New Chapters in Greek History.
Gardiner—Athletics of the Ancient World; Greek Athletic Sports and Festivals.
Guerber—Story of Our Civilization.
Guerber—Story of the Greeks.
Gulick—The Life of the Ancient Greeks.
Hall—Buried Cities.
Harlan—History of Olympic Games Ancient and Modern.
Horton—Olympic Games.
Hillyer—Child's History of the World.
Hofer—Greek Games and Festivals.
Hittlon—A Glimpse of Greece.
Inennell—Archaic Greek.
Inennell—Homeric Greek.
Lamphrey—Childhood of Greece.
Lloyd—Olympic Games of Ancient Greece.
MacGregar—The Story of Greece and Rome.
Marquand—Old Olympic Games.
Nida—Dawn of American History.
Norris, Charles—Historical Tales.
Robinson—The Days of Alkibiades.
Stobart—The Glory that Was Greece.
Southworth—What the Old World Gave the New.
Stuart—Boy Through the Ages.
Tanner—Yesterday's Children.
Tappan—Story of the Greek People.
Tucker—Life in Ancient Athens.
Webster—Evolution of the Olympic Games.
West—The New World's Foundation in the Old World Book.

• • •

A Child's Guide to the Pacific Coast is an instructive and entertaining book for children by Alice Tenneson Hawkins, illustrated in colors and published by Wetzel Publishing Company, 336 South Broadway, Los Angeles.

HIGH SCHOOL ELECTRICITY MANUAL

135 pages 6 x 9 \$1.35

By **WALTER E. COBURN**

Instructor in Electricity, Manual Arts High School
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This text is written for senior high school students in industrial arts courses where electricity is usually required for two terms, or for the first term's work in any vocational electricity course. The book satisfies the need for a volume in which the "doing order is made the learning order."

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Coming Events

April 8—Bird Day, nationally observed.

April 8—C. T. A. Board of Directors, regular meeting. State headquarters, **San Francisco**.

April 9—C. T. A. State Council of Education, annual meeting, **San Francisco**.

April 16—Northern California Conference for the Education of Exceptional Children; third annual conference. **Mills College**.

April 25-29—California Congress of Parents and Teachers. 33d annual convention, **Fresno**.

April 25-30—California Public Schools Week. Charles Albert Adams, General Chairman.

May—Mono county teachers institute, Mrs. Nora Archer, county superintendent, **Benton**.

May 1-5—California Conference of Social Work; 24th annual convention; **Riverside**.

May 2-5—California Congress of Parents and Teachers State Convention, **Fresno**.

May 7-11—California School Library Association, **Santa Barbara**.

May 14—California School Library Association Northern Section, **Sacramento**.

May 15-20—National Congress of Parents and Teachers; 36th convention, **Minneapolis**.

Summer, 1932—Tenth Olympiad, **Los Angeles**.

June 16-August 10—Austro-American Institute of Education Sixth Summer School, **Vienna**.

June 20-25—American Home Economic Association, annual convention, **Atlanta, Georgia**.

June 27-July 4—N. E. A. Convention, **Atlantic City**.

July—First International Recreation Congress, **Los Angeles**.

July 25-30—World Federation of Education Associations, regional conference at **Honolulu, Hawaiian Islands**.

July 28-August 4—International Federation of University Women Conference at **Edinburgh, Scotland**.

July 29-August 12—Sixth World Conference of the New Education Fellowship, at **Nice, France**.

August 16-20—International Convention, League of Western Writers. Clift Hotel, **San Francisco**.

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In Memoriam

Mrs. Dorothy Grigg, Longfellow School, Oakland.

Dorothy Clark, Librarian, Prescott Junior High School, Oakland.

Mrs. Angie H. Webster, Principal, Stonehurst School, Oakland.

Mrs. Minnie R. O'Neil, assistant superintendent, Sacramento city schools. Born in Sacramento in 1862, and active in school work throughout her life.

Mrs. Sara Featherstone Robinson of Berkeley; founder and publisher of "Child Magazine" and author of "Hina Malama," South Sea fairy tales for children.

John Daniel Kegler, principal, South Fork Union High School, Humboldt county.

Index to Advertisers

	Page
Alaska Steamship Company.....	7
Alexandria Hotel	57
Aluminum Cooking Utensil Company.....	63
American Express Company.....	12
American Institute of Educational Travel.....	57
American Seating Company.....	3rd cover
Arizona State Teachers College.....	55
Bennett & Rothchild.....	12
Boeing School of Aeronautics.....	51
Boring Company, James.....	5
California Gas & Oil Association.....	4th cover
California School of Arts & Crafts.....	58
Chico State Teachers College.....	50
Clark-Son Tours.....	8 and 13
Cook & Son, Thos.	57
Davis Gardner Company.....	12
Dollar Steamship Line.....	1
Fresno State Teachers College.....	43
Freyer Travel Bureau.....	8
Gaylord Brothers, Inc.	52
Ginn & Company.....	45
Great Northern Hotel.....	57
Great Northern Railway.....	13
Gregg Publishing Company.....	49
Harr Wagner Publishing Company.....	64
Houghton Mifflin Company.....	13
Inter-American Foundation	13
International Mercantile Marine.....	16
Irving-Vance Company	51
Keller Travel Club.....	12
Matson Navigation Company.....	4
N. Y. K. Line.....	16
National Association of Teachers Agencies.....	63
Nature Study Service.....	14
Oregon State Agricultural College.....	49
Panama Mail Steamship Company.....	8
Panama Pacific Line.....	16
Peck-Judah Travel Bureau.....	57
Robertson's Travel Bureau.....	8
Safety Education	50
San Jose State Teachers College.....	53
Santa Fe Railway.....	12
Scott, Foresman & Company.....	52
Sharkey Oil Stabilization Act.....	4th cover
Southern California Tourist Information Bureaus.....	13
Swope's Summer School.....	58
Technical Book Company.....	63
Travel Guild	12
United Aircraft & Transport Corporation.....	51
University of Oregon.....	2nd cover
University of Southern California.....	53
Western Manufacturing Company.....	58
Western Nature Study.....	14
Wiley & Sons, John.....	63
World Book Company.....	47
World Picture Company.....	63
Yosemite Park and Curry Company.....	4

1932

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" " " Second grade.....	.16
" " " Third grade.....	.16
" " " Fourth grade.....	.16
" " " Fifth grade.....	.16
" " " Sixth grade.....	.16
" " " Seventh grade.....	.16
" " " Eighth grade.....	.16

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A MESSAGE TO SCHOOL EXECUTIVES

Children should not pay the penalty of lessened educational opportunity because of economic ills

● Educators—School Officials—Parent Teacher Organizations—parents themselves and public spirited citizens as well should face educational problems today with a unified purpose: The schools must progress, must offer ever better standards in education—and at the same time institute economies enabling practical operation within available budgets and with diminished incomes.

It is possible to undertake a modernizing program in connection with old or obsolete schools without special financing or costly expenditure. Many able educators have practical plans for obtaining the modern seating essential to progressive, efficient education that can be put into effect economically. Through businesslike, conservative, and proved

procedure, new classroom seating so essential to modern teaching methods can be installed in present buildings without cost consciousness to the community.

New seats that make it *easy and natural* to sit erect, that safeguard health by protecting vital organs from being cramped and crowded—that induce correct posture habits which endure for life—seats that make for modern schools until new buildings can be conveniently undertaken.

For example, many school superintendents have followed a plan which, with some variation, dependent on local conditions, operates along these lines:

In their budgets, they always carry an item for New Developments. A portion of that appropriation . . . varying from 40%

to 50% is applied to a program of RESEATING. In that way, each year a number of rooms are brought up to the most efficient standard . . . each year some of the classrooms are made new. Thus, for a relatively small annual expenditure in comparison to the total cost of education, they are enabled to give pupils seating that is posturally correct and a definite aid to their health and efficiency.

Modern classrooms pay large returns in teaching efficiency and educational economy. Superintendents, principals, teachers—or any others who may be interested—are invited to write us (or use coupon) concerning modern seating and practical plans for replacing obsolete seating. Specialists competent to counsel will carefully analyze conditions and submit plans found effective elsewhere. For the sake of the pupils in your care, modernize your school where it means most to them and costs least to the community.

For Your Reseating Program—Investigate American Universal Desks—Now!

When you reseat your classrooms—one room or every room—be sure you obtain the greatest VALUE for your appropriation. Install seating that is recognized for its contribution to pupil health and efficiency as well as a quality product from every viewpoint of the workmanship and materials employed in its construction.

The American Universal Desk is scientifically designed to induce good posture—to make erect sitting natural and comfortable—to prevent slumping which crowds vital organs. It has features that definitely assist in sight conservation—and other important improvements for the physical and mental welfare of the student. Years of experience and scientific research are behind it. The detailed facts are yours for the asking.



Free Classroom Posture Poster and Authoritative Seating Booklets . . .

(They contain no advertising)

Send the coupon . . . and we will mail you free a three-color posture poster, size 17½ x 25 inches which shows children why they should sit erect. Teachers, principals or superintendents will be supplied with a poster for each classroom on request. With them, too, any of the following authoritative, instructive and interesting booklets: "Essentials of Hygienic Seating", which shows what constitutes good and bad posture, the relation of seating to posture, adjustment of seats, desks, and lighting and seating arrangements . . . "Ideals and Standards of Classroom Seating", covering the essentials of good seating and the grade distribution of school desk sizes . . . "The Relation of Posture to Tuberculosis" . . . "The Buying of School Equipment" . . . and "Forty Years of School Seating". Please use the coupon indicating the booklets you wish.



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Please send me, without obligation, full details on how our classrooms can be economically RESEATED within the limit of our budget. Also, send me FREE, a copy of your Posture Poster and copies of the booklets checked.

Name
Address
Position () Number of Classrooms
() Indicate here whether you are Superintendent, Principal or Teacher:
() Essentials of Hygienic Seating () The Relation of Posture to Tuberculosis
() Ideals and Standards of Classroom Seating
() The Buying of School Equipment () Forty Years of School Seating

AMERICAN SEATING COMPANY

California Division

650 SECOND STREET, SAN FRANCISCO

6900 AVALON BOULEVARD, LOS ANGELES

INSURE

▼▼ PROSPERITY
▼▼ STABILITY
▼▼ EMPLOYMENT

Vote "YES" PROPOSITION #1 MAY 3RD PRIMARY SHARKEY OIL STABILIZATION ACT

Your vote "YES" on the referendum to be presented May 3 will help save California's largest industry—\$3,000,000,000 invested in property, machinery, transportation facilities and the salaries of fellow Californians!

A Crisis!

California's great THREE BILLION DOLLAR oil industry, the basic and largest industry in the State, faces demoralization and bankruptcy.

Already 52 companies, with aggregate liabilities of \$82,000,000, are in the hands of receivers, with consequent loss to thousands upon thousands of stockholders.

What is responsible for this condition? Overproduction!

California can produce twice as much oil as can possibly be used.

Oil operators representing 90% of the oil lands of California, recognizing this fact, have agreed to balance production with consumption.

This agreement will be destroyed unless the selfish 10%, who consider only their own interests, can be legally compelled to co-operate with the other oil producers.

Destruction of the agreement will result in chaos, depression and unemployment.

Do not be misled by propaganda advising you this is an issue between the "majors" and "independents."

The issue is between those who believe in a sound legal method of balancing the production of oil with the possible consumption, and those who consider only their own selfish interests and seek to produce oil, regardless of the harm it may

do their neighbors and the people of California; regardless of the dissipation of our oil resources, so vital to industry and our national defence.

Depletion of our oil resources also means advancing prices for gasoline and other petroleum products.

Several hundred Independent Producers consider the Sharkey Oil Stabilization Act their only hope and ask for your support.

The interests of all oil producers are identical. Prosperity for the one means prosperity for the other. Overproduction, with attendant evils, means ruin to both.

Will you vote to bring back prosperity to your state and to a great industry?

Will you vote to give thousands of workers a permanent job?

Will you vote to bring back the tremendous buying power of a \$3,000,000,000 industry?

Will you vote to protect our state's great natural resources against ruthless selfish exploitation?

If your answer is YES you are in favor of the SHARKEY OIL STABILIZATION ACT!

What will the Sharkey Act do?

It will allow every operator—big or little—to produce his share of the quantity of oil which can be used. And the act says "without discrimination!"

Who administers the Act?

A board of six—one of whom is the Supervisor of Oil and Gas—a state official.

Five commissioners are elected by the oil-producing companies of the state. One commissioner is elected from each of the five oil districts. Each producing company, regardless of the size of its holdings, has but one vote in the election of the district commissioner. Isn't that fair?

What are the duties of the commission?

To ascertain the amount of oil necessary and to apportion this amount among all the oil wells in the state equitably, "without discrimination."

PEOPLE'S SAFEGUARD!

The act provides that no order of the commission shall become valid until the Director of Natural Resources of the State of California—another representative of the people—approves the order.

PROPOSITION #1

Vote "YES"

MAY 3RD PRIMARY

Sharkey Oil Stabilization Act
